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The first in a series of 4 studies based on data collected from 1,844 high school students in Canada, this study examined eleventh and twelfth grade students from 2 rural Manitoba sample areas and from 2 large suburban high schools in metropolitan Winnipeg. This study focused on the educational and occupational aspiration levels and 10 selected family factors of the students. Statistical analysis of data, collected by means of questionnaires, indicated that both educational and occupational aspiration levels related significantly to the following family factors: size of community orientation; socioeconomic status; father's occupational status; father's educational achievement; and strength of father's and mother's encouragement for post-high school education. Mother's educational achievement related to both aspiration categories of the boys, but failed to relate significantly to occupational aspirations of girls. Religious background associated significantly with both aspiration levels for boys. Ethnic background and normal versus broken home situations failed to relate significantly. (SW)

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The Influence of Selected Family Factors on the Educational and Occupational Aspiration Levels of High School Boys and Girls

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THE INFLUENCE OF SELECTED FAMILY FACTORS ON THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL-AGED YOUTH

by

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Faculty of Agriculture and Home Economics
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This Research Report was accepted as a Master of Arts thesis (Sociology) by the Faculty of Graduate Studies, The University of Manitoba, in May, 1965. The material reported in this thesis represents but a portion of a larger study undertaken jointly by the A.R.D.A. Research Committee, Manitoba Department of Agriculture and Conservation, and the Faculty of Agriculture and Home Economics, The University of Manitoba.

The printing of this report was made possible by a generous research grant from the National Grain Company, Limited, Winnipeg, Manitoba.

The Faculty of Agriculture and Home Economics
The University of Manitoba
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FOREWORD

Mr. Siemens' monograph is very timely. Our society has perhaps never been in such a state of flux as it now is. The increase in urbanization and the advent of civil liberties movements have brought with them a thrust for social and cultural equality among minority groups, but the very universality generated by this thrust is tending to amplify the inequality of the groups as competition becomes unfettered by particularistic, protective considerations. Automation, on the one hand, has established a demand for highly skilled and creative technicians and, on the other hand, cast upon the slag heap of unemployment an army of workers in obsolescent occupations. The affluent society faces the problem of utilizing its affluence effectively. No longer does it seem possible merely to watch society evolve and adapt oneself to the changes as they come along. It is now necessary to understand intimately and thoroughly the nature, interrelationships and implications of the changes that are taking place so that policy can be planned and the outcome controlled. Furthermore, it is not sufficient to recognize these differences and relationships in a merely theoretical way. It is necessary to have valid, empirical facts concerning the true and tested nature of rural-urban differences in the educational and occupational advantages of our young people; concerning the consequences of differing social class and ethnic backgrounds on the career aspirations of children; concerning the effects of specific kinds of family backgrounds on the abilities of our pubescent workforce. Knowing these things is not the same as utilizing the knowledge in policy. But they first have to be known, if rational policy is to be implemented.

It is precisely this kind of first order knowledge which Mr. Siemens' monograph, in a modest way, attempts to supply for the Manitoba region. Furthermore, coming as he does from a highly practical and applied discipline in his initial training, Mr. Siemens is obviously anxious to push his implications into policy. This monograph, taken along with the rest of the research of which it is only a small part, may well constitute a fruitful start for Canada.

Douglas Rennie,
Professor of Sociology,
The University of Manitoba.

ABSTRACT

THE INFLUENCE OF SELECTED FAMILY FACTORS UPON THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF MANITOBA YOUTH

By means of a questionnaire, information was obtained as to (a) the educational and occupational aspiration levels (dependent variables) and (b) ten selected family factors (independent variables) of 1844 Grade 11 and 12 students from two rural Manitoba sample areas and from two large suburban collegiates in Metropolitan Winnipeg. The ten family factors included: size of community of orientation, socio-economic status, father's occupational status, father's and mother's educational achievement, strength of father's and mother's encouragement for post-high school education, normal versus broken home situation, and ethnic and religious backgrounds.

By means of contingency tables both dependent variables were related to all independent variables for both boys and girls. A Chi Square analysis was applied to each test and the one percent level of confidence was selected as a standard for significance.

The analysis indicated that both dependent variables related significantly, for both boys and girls, to the following family factors: size of community of orientation, socio-economic status, father's occupational status, father's educational achievement and strength of father's and mother's encouragement for post-high school education. Mother's educational achievement related to both aspiration categories

of boys and to the educational aspirations of girls but failed to relate significantly to occupational aspirations of girls. Religious background was significantly associated with both aspiration levels of boys but not with girls. Ethnic background of family and normal versus broken home situation failed to relate significantly at any point.

In an attempt to validate the theoretical model posited for this thesis, namely, that of socialization being a function of social stratification, further analyses were conducted with a controlled sample consisting of both high and low socio-economic status students. With the low status group, no significant associations remained between aspiration levels and family factors whereas several family factors registered significant in the high status group.

When similarly controlling for I.Q. level of students, no significant differences remained between the two aspiration categories and the ten family factors within either the high or the low I.Q. groups.

L.B. Siemens

ACKNOWLEDGEMENTS

Since this study amplifies but a portion of a much larger research undertaking several organizations and individuals have contributed in various capacities. Co-operating with the University of Manitoba in the overall study was the Manitoba A.R.D.A. Research Committee under the leadership of Mr. G.A. Kristjanson, of the Manitoba Department of Agriculture. His interest and advice, along with that of Dr. E.F. Sharp of the University of Northern Illinois, contributed much to the initial planning as well as to the collection and analysis of data.

I would also express my personal gratitude for the resourceful assistance of friend and associate Dennis Forcese, throughout the Summer of 1964. Dennis caught the true spirit of this study as he is presently demonstrating high educational aspirations in a Washington University Ph.D. program in Sociology.

Also to be acknowledged is the excellent service of Mrs. Lorelei Konchak who assumed responsibility for the tedious but demanding task of supervising the clerical operations.

It is quite obvious that a statistical study of this scope could not have been contemplated without the constant assistance and cooperation that was at all times courteously extended by the staff of the University of Manitoba Computor Centre. For this I am most grateful to Professor Bernard Hodson, Mr. Jacob Epp and Mrs. Penny Kiely.

The Manitoba Department of Education, through the good offices of Assistant Deputy Minister R.W. Lightly, also identified closely with this project; first by making available student records essential to this study and second, by encouraging the cooperation of school principals within selected sample areas. This assistance was much appreciated. Furthermore the personal interest shown by all school principals in the essence of this research was most helpful as well as a source of needed encouragement during the period of data collection. Although cooperating principals and teachers were inconvenienced at various times, their courtesies were never withheld. However, of all groups and individuals who contributed to this research, the most important by any measure, were the 1844 Grade 11 and 12 students in the 28 cooperating high schools, who freely invested an hour of their time by responding to a lengthy questionnaire. A special thank you goes out to each of these students.

Conducting research of this kind is a costly undertaking. The University of Manitoba in general and the writer in particular, could not have participated in this study were it not for the very generous financial assistance of the National Grain Co. Ltd., of Winnipeg, Manitoba. The assistance from this company and the genuine interest in this study that has been demonstrated by the management of National Grain, has been a constant source of encouragement and has been deeply appreciated.

I have withheld to the last any mention of my thesis advisor, Dr. Douglas Rennie. His kindly advice and wise counsel, always blended with a full measure of academic rigor, was available at all times during the preparation of this thesis. Dr. Rennie's guidance rendered the usually arduous task of thesis writing a rewarding learning experience as well as a reasonably enjoyable exercise.

My personal thanks also go out to Mrs. Jean Birch for general clerical assistance and to Miss Mary M. Putnam for so neatly typing the manuscript.

Finally a word of appreciation to my wife, Olive, and to my four daughters who, for the better part of a year, bravely accepted the denial of many of the amenities usually expected of husband and father.

L.B. Siemens

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CHAPTER I

INTRODUCTION

> We seem to be doing an admirable job of squandering the priceless human resources available to us. It can in fact be argued on the basis of the fragments of information at hand that we are utilizing to the full the talents of no more than one-third of our academically gifted young men and women.

This was the considered opinion of two Canadian authorities on education as expressed at the 1956 National Conference of Canadian Universities.[1] The authors continue:

> But we do not possess the exact and detailed information essential for any thorough evaluation of the present situation or for sensible planning for the future. It will take many years of careful investigation to collect the necessary fact; let us hope that we have the time to do this.[2]

It was this bleak background of the present "squandering of priceless human resources" and the insufficient facts for sensible remedial planning that provided the inspiration for this study. This statement by Jackson and Fleming forcefully expresses the high value our society places upon the maximization of human potential. The fullest possible development of the human resource is believed to prepare individuals for high achievement and thus usher them into a more abundant life. When addressing itself to high achievement, a Rockerfeller Report on

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[1] R.W.B. Jackson and W.G. Fleming, "Who Goes to University? English Canada," Canada's Crisis in Higher Education, pp. 75-110. Proceedings of a Conference held by the National Conference of Canadian Universities in Ottawa, Nov. 12-14, 1956 (Toronto: University of Toronto Press, 1957). p. 76.

[2] Ibid.

Education, The Pursuit of Excellence, has this to say: "Excellent performance is a blend of talent and motive; ability fused with zeal."[3] It follows then, that if it is our declared purpose to encourage and promote "excellent performance", there must exist a clear understanding of that intricate "blend of talent and motive". It was with the hope of contributing to this understanding, especially as it relates to the Manitoba situation, that this study on the relationship of family factors to the educational and occupational aspirations of youth was undertaken.

In our institutional division of labor, the school systems are charged with the development of the "talent" and "ability" of youth. We shall also come to see in later chapters that the home or the family situation contributes much to the fertility of the seedbed out of which "motives" and "zeal" emerge; either as strong and vigorous plants or as weak and stunted shoots. Hence, if the claims of Jackson and Fleming are valid, namely, that the talents of no more than one-third of our academically gifted young men and women are being fully developed, our educational and family institutions are seriously failing our youth.

It is a truism that the to-day's work world requires more highly educated workers than it did a decade ago and that this trend toward higher minimum educational requirement for gainful employment is accelerating rapidly. Youth is constantly being warned by a number of agencies to prepare, through education, for a secure work future.

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[3] Quoted from Lewis S. Beattie, Development of Student Potential, (Ottawa: Canadian Conference on Education, Conference No. 3, 1962), p. 3.

Especially active in motivating youth to high educational goals is the National Employment Office of the Canada Department of Labor. A well illustrated Labor Department booklet entitled, Are You Thinking of Leaving School?, shows that of unemployed males seeking work in Canada, 70.2 percent had a grade eight education or less.[4] This clearly demonstrates the employment advantage enjoyed by those who possess a high school or college diploma. It continues by warning Canadian youth with statements such as:

> It is extremely difficult to place students with less than grade 10 education.
> People leaving school after grades 7, 8, or 9 are not likely to get anything but unskilled jobs at low pay.
> Secondary school graduates are quickly placed in jobs.[5]

Many citizens and professional educators have misgivings about the pragmatic and highly economic emphasis implicit in the above quotations. While a striving for self-realization would constitute the ideal motivational basis for higher education, realism demands that the economic consequences of the maximization of human potential not be overlooked. No one can deny that the rise of our industrial society to its present level of specialization and efficiency was made possible only by a prior investment of capital into education and research. Empirical studies into the effects of investments in education upon the economic development of nations presently constitutes an important area of economic research. The writings of Theodore W. Schultz rank foremost in this area.

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[4] Unemployment Insurance Commission of Canada, National Employment Service, Are You Thinking of Leaving School? (Ottawa: Queen's Printer, 1960), p. 5. In the Senate of Canada, Proceedings of the Special Committee of the Senate on Manpower and Employment No. 4, January 25, 1961, page 243, there appears a table showing the educational distribution of a sample of 339,300 registrants of Unemployment Insurance Offices across Canada. Of the sample, 47.9 percent had finished primary school or less, 33.9 percent had some college, and 2.1 percent had finished college.

[5] Ibid.

Although Schultz does not deny the primacy of the cultural goals of education, he insists on studying only the economic consequences of (educational) investment in man, which he considers "a form of capital - human capital".[6] Schultz claims that his research findings have supported the principal hypothesis underlying his treatment of education, namely, that important increases in national income are a consequence of additions to the stock of "human capital". He concludes that educational capital "induced larger rates of economic growth".[7] In a recent paper entitled "Planning For Manitoba's Economic Development", Dr. Baldur H. Kristjanson, Executive Director of the Manitoba Economic Consultitive Board, referred to the primary role of education in economic development and concluded as follows:

> We in Manitoba can ill afford to tackle the problems of growth with outmoded concepts such as those that over-emphasize the importance of capital formation in its traditional forms. For we are in fact living in an era when brainpower has become more

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[6] Theodore W. Schultz, "Capital Formation by Education", Journal of Political Economy, 68 (1960), p. 579. For a much more comprehensive consideration of this subject see Theodore W. Schultz, The Economic Value of Education, (New York and London: Columbia University Press, 1963).

[7] Ibid.

> important than horsepower where the capacity of the individual has become the essential element of progress.[8]

The fact that employers fully accept, at the corporation level, Schultz's thesis on the capital value of education is evidenced by the fact that by and large they are willing to reward employees according to the amount of educational capital they are able to apply to their jobs. The effects of levels of educational attainment on annual income levels of Manitoba males and females, for the year 1961, may be seen in Figure 1. Differences in annual income between those with elementary, secondary and University educations are indeed significant. Hence, if high levels of gainful employment and continuing increases in national income are acknowledged goals in our society, the Department of Labor is entirely justified in seeking to motivate youth to higher education by invoking the economic consequences to the individual of both a high and a low educational experience. Furthermore, if the aforementioned are, in fact, high priority goals, it makes poor economic sense, quite aside from cultural considerations, to "squander" two-thirds of "our priceless human resources". If lack of research stands in the way of overcoming such a "squander", as Jackson and Fleming claim, then, as implied in Dr. Kristjanson's statement, it would appear that capital invested into related research would bear a high rate of dividend for individuals as well as for the national economy, and should consequently receive a high investment priority.

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[8] Baldur H. Kristjanson, Planning for Manitoba's Economic Development. Unpublished paper presented to the Manitoba Rural Leadership Training Seminar, Brandon, Manitoba, February 6, 1964.

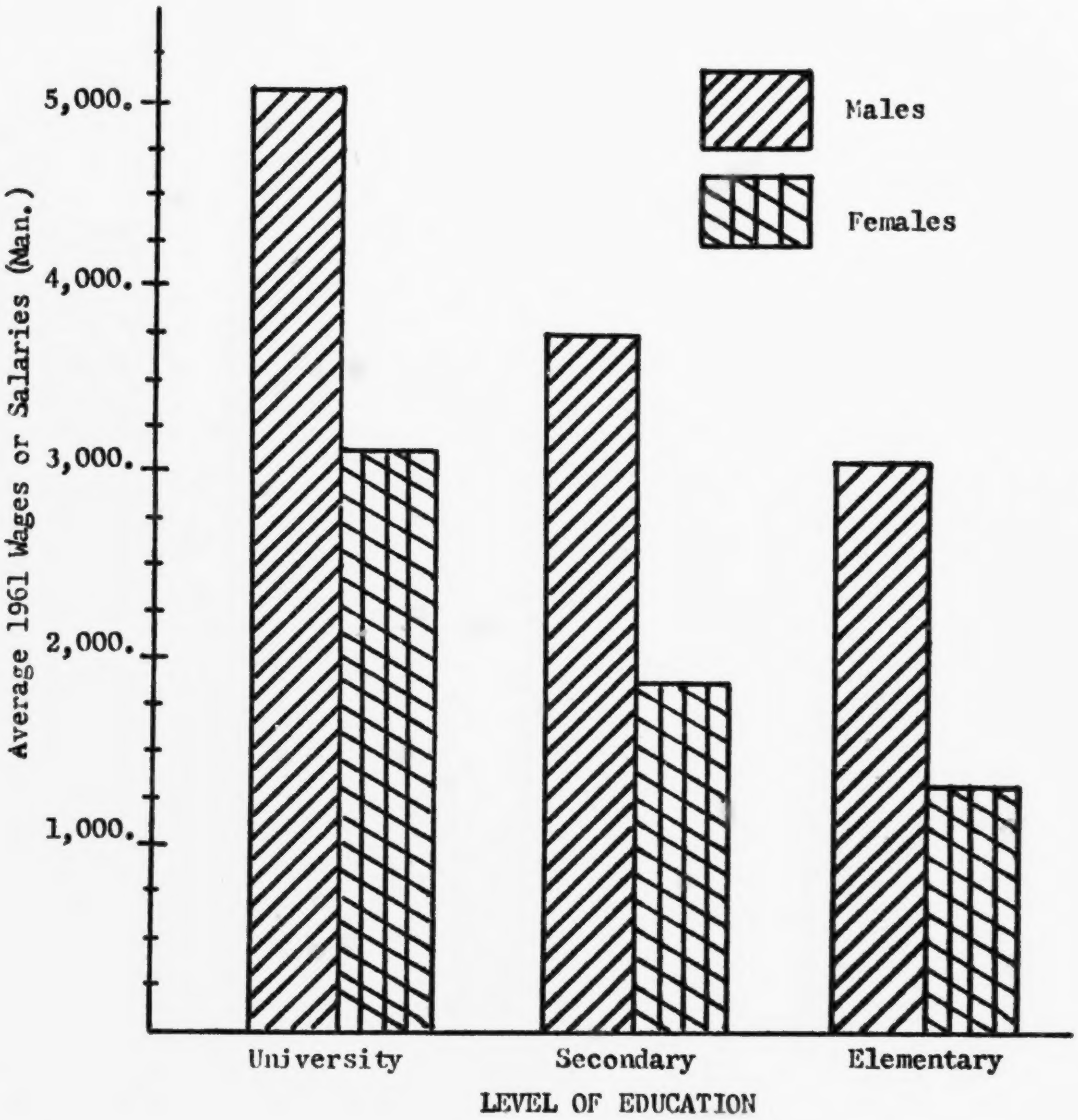

FIGURE 1

AVERAGE 1961 WAGES (OR SALARIES) OF MANITOBA MALES AND FEMALES AT EACH OF THREE EDUCATIONAL LEVELS (1961 CENSUS OF CANADA)

Up to this point we have not examined Jackson and Fleming's serious charge concerning the grossly underdeveloped potential resources of Canadian youth. We shall attempt this by resorting to a few comparisons. The proportion of the age group 18-21 years (excluding veterans) enrolled in colleges in Canada during the academic year 1950-51 was 7.2 percent as compared with 19.3 percent in the United States in the year 1949-50.[9] These data show that the proportion of Canadian college-aged youth enrolled in college was just over one-third as high as similar aged youth enrolled in United States colleges. Assuming that the youth of both countries have similar innate ability, it would appear that a larger number of Canadian boys and girls are lacking either the opportunity or the motivation necessary to obtain a college education. Another criterion of talent waste is the proportion of student retention in the school system up to grade twelve. When considering the low proportion of the total of Canadian youth attending college, it is especially arresting to note the retention rate of youth in Manitoba as compared with that of other provinces. In the booklet, Development of Student Potential, Beattie presents by provinces an estimated percentage retention of pupils from grade two to grade twelve for the period 1946 to 1958.[10] Of Canada's ten provinces, Manitoba ranked seventh, with only 19 percent retention. Of the four western provinces, Manitoba was the lowest with British Columbia registering 50 percent, Alberta 41 percent and

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[9] Jackson and Fleming, op. cit., p. 84.

[10] Lewis S. Beattie, The Development of Student Potential, op. cit., p. 20.

Saskatchewan 30 percent. Although quantification of talent loss is difficult if not hazardous, it appears safe to suggest that the Jackson and Fleming contention that "we are utilizing to the full the talents of no more than one-third of our academically gifted young men and women" may be a conservative estimate for the province of Manitoba.

Aside from the general recognition that youth in a democratic society should enjoy a full and equal opportunity to achieve maximum personal development, and that much of our youth is not availing itself of such opportunities, there remainsfor brief consideration the effects of a few specific social and economic trends on the need for advanced educational and training opportunities. Recent changes in this country's social structure, as outlined in the following paragraphs, point to a greater urgency than in times past that youth be motivated to prepare through education and training for the occupational demands of a highly technological work world.

Technological advances in agriculture and industry each year render a large number of jobs obsolete while at the same time creating new jobs requiring higher levels of education and skills. Many farm people whose jobs have been displaced by bigger and better machines have migrated to cities to join the growing industrial labor force. In an over-all demographic study of Manitoba, Sharp and Kristjanson quantified the extent of this rural to urban migration in the age group most affected:

> The most spectacular movement of Manitoba's population between 1951 and 1961 occurred in the group in the 10-14 year age range in 1951 and thus in the 20-24 year age range in 1961. The urban population gained 55 percent in this age group while the rural population lost 64 percent through net migration.[11]

Notwithstanding decreases in total manpower utilized in agriculture, total agricultural production in Manitoba has continued to increase. Furthermore, natural increases of the farm population continued at a level considerably beyond that required for replacement of workers lost through retirement or death. This combination of factors means that a large number of maturing farm youth are faced with the necessity of moving into occupations with which they are unfamiliar. Successful occupational adjustment for these youths hinges on the acquisition of skills and education necessary in the new occupational environment.

Whether or not the skills and education necessary for adjustment in the new occupational environment will in fact be acquired depends upon the motivation level of individuals prior to entering the labor force. Hence a knowledge of factors which influence levels of motivation provides a basis for the planning of programs to deal with this problem. Motivation toward high educational and occupational achievement depends of course upon the attitudes and values individuals entertain toward these goals. It is widely accepted that the family situation, in performing its role of socialization, is the primary source of highly enduring attitudes and values.[12] The purpose of this study is to identify the factors within the social structure of the family that influence the content and strength of attitudes related to the educational and occupational aspiration levels of high school youth.

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[11] Emmit F. Sharp and G. Albert Kristjanson, The People of Manitoba. A mimeographed report on a demographic study of Manitoba conducted under the Canada-Manitoba A.R.D.A. Agreement, 1964, p. 14.

[12] Francis J. Brown, Educational Sociology (Englewood Cliffs, N.J.: Prentice Hall Inc., 1947), Chapter 9.

CHAPTER II

A REVIEW OF THE LITERATURE

Although a wide range of research has been reported on the broad area of family influences upon aspiration levels of children, exceedingly little of this research originated in Canada, and virtually none in Manitoba. In the United States, where most of the related research was conducted, the relationship of a wide range of family factors to levels of educational and occupational aspirations of youth are already considered as accepted generalizations. Repeated studies have arrived at essentially similar conclusions.

This review of literature will consist of three general areas. First, attention will be directed to the more general environmental and value-related influences of the family of orientation upon educational and occupational aspirations of youth. The second focus shall be upon United States research into the influences of specific family factors, such as the size of the community of residence, socio-economic level, father's occupational level, parental educational achievement and educational encouragement of children, and such factors as ethnic and religious background. Finally, the much more limited body of Canadian research findings will be brought to bear upon the factors listed above.

General Environmental and Value-related Influences of the Family

There is general agreement that parents exert a powerful influence on the educational and occupational aspirations of youth. In a chapter entitled, "Origins of Achievement Motivation", McClelland and associates argue that -

> All motives are learned, that they develop out of repeated affective experiences connected with certain types of situations and types of behavior. In the case of achievement motivation the situation should involve 'standards of excellence', presumably imposed on the child by the culture, and more particularly by the parents as representatives of the culture, and the behavior should involve either 'competition' with whose standards of excellence or attempts to meet them which, if successful, produce positive affect or, if unsuccessful, negative affect.[1]

That the achievement motivation in children is closely related to the standards of excellence they learn from their parents will be seen from the following studies. Slocum of Washington determined who it was that had exercised the greatest influence on the occupational choices of 300 college undergraduates. Of this sample, 24 percent cited parents, 12 percent teachers and 12 percent best friends.[2] Similarly, Bordua found a strong positive relationship between parental stress on college and the actual college plans of grade 9 to 12 high school youth.[3] Furthermore, in a survey of 110 dropouts from a Winnipeg Junior High

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[1] David McClelland, John W. Atkinson, Russell A. Clark and Edgar L. Lowell, The Achievement Motive, (New York: Appleton, Centary and Crofts, 1953), p. 275.

[2] Walter L. Slocum, "They Find Their Niche". An excerpt from Occupational Planning by Undergraduates at the State College of Washington, Bulletin 547, 1954.

[3] David J. Bordua, Educational Aspirations and Parental Stress on College, Social Forces, 38 (1960), 262-269.

School, Flynn found that 80 percent of the parents of boys and 82 percent of the parents of girls agreed to their children leaving school.[4] Likewise, Simpson reported that "among boys aspiring to high occupations the percentage whose parents had advised them to enter professions was much higher than the percent among low aspirers".[5]

Recognizing the likelihood of a positive or negative influence of parental and home experiences on achievement motivation, several workers have attempted to probe deeper into the nature of these experiences. Studies into the effects on achievement motivation of unsatisfactory interpersonal relationships in the family of orientation have produced conflicting results. Dynes, Clarke and Dinitz concluded that high aspiration levels were associated with unsatisfactory interpersonal relations in the family of orientation. They relate their findings to the suggestions of Adler and Horney, that quest for power is a compensatory reassurance against anxieties produced by unhappy childhood experiences.[6] Similarly, Ellis found that career women achieving upward social mobility showed a history of greater difficulty in their early interpersonal relations than those who were non-mobile.[7] Furthermore, from a depth study of 30 college students, McClelland et al. conclude as follows:

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[4] Bridget Eileen Flynn, A Survey of Dropouts from a Winnipeg Junior High School, (M. Education Thesis, University of Manitoba, 1963), p. 64.

[5] Richard L. Simpson, "Parental Influence, Anticipatory Socialization and Social Mobility", American Sociological Review, 27, (1962), p. 521.

[6] Russell R. Dynes, Alfred C. Clarke, and Simon Dinitz, Levels of Occupational Aspiration: Some Aspects of Family Experience as a Variable, American Sociological Review, 21 (1956), 212-214.

[7] Evelyn Ellis, Social Psychological Correlates of Upward Social Mobility of Unmarried Career Women, American Sociological Review, 17 (1952), 558-563.

> Perceived severity of upbringing or 'felt lack of love' is associated among college students with high achievement motivation. The largest single correlation involves the rejection attributed to the fathers by their sons; that is sons who felt their fathers had rejected them had higher achievement motivation scores than those who felt their fathers had loved and accepted them.[8]

However, when applying the same study to high school boys, these workers found the reverse to apply. High school sons with high achievement motivation tended to judge their fathers as more rather than less successful, and as friendly and helpful. A similar finding from school children was reported by Chabassol of Alberta. His study revealed that the majority of underachievers believed themselves rejected by one or both parents. He relates this to the concept of self image by suggesting that students come to see themselves in a poor light, with the result being self rejection.[9] Essentially similar findings have been reported by Kimball,[10] Stice et al.,[11] and Kurtz and Swenson.[12] Obviously this dimension of family influence requires much more intensive study.

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[8] McClelland et al., op. cit., p. 279.

[9] D.J. Chabassol, "Correlates of Academic Underachievement in Male Adolescents", Alberta Journal of Educational Research, 9 (1959), 130-146.

[10] B. Kimball, "The Sentence Completion Test in a Study of Scholastic Underachievement, "Journal of Consulting Psychology, 16 (1952), 353-358.

[11] G. Stice et al., Background Factors and College-Going Plans Among High Aptitude Students in Public High Schools, (Education Testing Service, Princeton, 1956).

[12] J. Kurtz and E.J. Swenson, "Factors Related to Overachievement and Underachievement", School Review 59 (1951), 472-80.

Although implied on various other occasions, the relationship of attitudes and values to educational and occupational perspectives of youth was explicitly referred to in the introductory Chapter of this thesis. The relationship is obviously a close one, and has been the object of much investigation. Beattie, referred to earlier, had this to say: "No inspired or inspiring education can go forward without powerful undergirding by the deepest values of our society".[13]

Social and personal values reflect those ends toward which societies and individuals behave; toward which they strive. Values are the products of the interaction of a vast number of factors. The religious, ethnic, economic, occupational, educational, along with many other features of one's environment, all contribute to the final constellation of one's value system. In a study such as this it is important to recognize that the values which crystalize from the solution of one's total experience are powerful determinants in the future orientation of one's motivational energy. Hence, the energy directed into the educational and occupational achievement of an individual is related to the position that educational and occupational achievement occupy in the value hierarchy of the individual.

Based on such an assumption, Rosen posited that class differential rates of vertical mobility may be partially explained in terms of differences in the values, and consequently the motives of social classes. He suggests that achievement-oriented values of the middle class are stronger than in the low class, as evidenced by the greater encouragement and rewards offered for early toilet training, early walking and high scholastic achievement among middle class children.[14] From a study with senior high school students in rural Kentucky, Schwarzweller found a positive correlation between the following value orientations and high occupational aspirations: achievement, mental work, creative work, work with people, service to society and individualism. Negative relationships were found with the values, material comfort, security, hard work, familism and external conformity.[15] In the same study he selected certain values for further testing. Of those selected, he found the high achievement related values to be positively related to each of three indices of socio-economic status, and the low achievement related values negatively related to socio-economic status. This finding lends support to Rosen's more general contention of the strong influence of social status value differentials upon achievement motivation.

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[13] Beattie, op. cit., p. 60.

Aside from class or family oriented values, Slocum draws attention to the importance of the values of other important reference groups, like peers, upon the achievement motivation of youth.[16]

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[14] Bernard C. Rosen, The Achievement Syndrome: A Psychocultural Dimension of Social Stratification, American Sociological Review, 21 (1956), 203-211.

[15] Harry K. Schwarzweller, "Values and Occupational Choice", Social Forces, 39 (1960), p. 129.

[16] W.L. Slocum, "Some Sociological Aspects of Occupational Choice", American Journal of Economics and Sociology, 18 (1959), 139-148.

Battle, on the other hand, points to the potential value conflicts of teacher and pupil in the classroom situation. He concluded that "the degree of similarity between teacher ideal and pupil value patterns tends to be related directly to the level of pupil achievement, as rated by teachers in terms of school marks".[17] Clearly then, an adequate consideration of achievement motivation in areas such as education and occupation could not overlook the important, if not central place of values.

In his book Occupational Choice, Eli Ginzberg aptly summarized the role of the family as follows:

> . . . The family continues to exercise an important influence on the occupational choices of the younger generation. For it is as a member of a family that the child first learns about the jobs that exist in the adult world; it may be through the family that he acquires his first experience at work; and it is through the family that he is encouraged to follow one path and discouraged from following another, even if only indirectly through his absorption of familial attitudes and values.[18]

A Review of United States Literature on Specific Family Factors

Two excellent reviews of the large body of sociological literature relating to educational and occupational aspirations of youth can be found in William H. Sewell's publication, Educational and Occupational

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[17] Haron J. Battle, "Relation Between Personal Values and Scholastic Achievement", Journal of Experimental Education, 26, (1957), p. 39.

[18] Eli Ginzberg, et al., Occupational Choice: An Approach to a General Theory, (New York: Columbia University Press, 1956), p. 234.

Perspectives of Rural Youth[19] and in a bulletin by Lee G. Burchinal, Career Choices of Rural Youth in a Changing Society.[20] A consideration of a number of family factors is included in both reviews.

Size of community of residence has been the most intensively investigated factor related to educational aspirations of youth. The most extensive of these studies is based on a statewide sample of 10,322 Wisconsin high school seniors and was conducted by Sewell in 1957.[21] Sewell concluded that the proportion planning on continuing their education beyond high school was closely related to the size of community of residence. Only 37 percent of students from farms and 44 percent of those from villages in comparison with 50 percent of those from cities planned on further education. Similarly, higher educational aspirations among urban as compared with rural youth has been reported from statewide studies in Minnesota,[22] Florida,[23] Wisconsin[24]

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[19] William H. Sewell, The Educational and Occupational Perspectives of Rural Youth (Washington, D.C.: National Committee for Children and Youth Report 23, 1963).

[20] Lee G. Burchinal, Career Choices of Rural Youth in a Changing Society, (University of Minnesota, Agric. Exp. Sta. Bulletin, 458, 1962).

[21] William H. Sewell, op. cit., p. 4.

[22] Ralph F. Berdie, After High School - What? (Minneapolis: Minnesota: The University of Minnesota Press, 1954).

[23] Russell Middleton and Charles M. Grigg, "Rural-Urban Differences in Aspirations", Rural Sociology, 24 (1959), 347-355.

[24] Archie O. Haller, and William H. Sewell, "Farm Residence and Occupational Aspiration", The American Journal of Sociology, 62 (1957), 407-411.

and Washington.[25] Although these researchers varied somewhat in their definitions of aspiration, their residential categories, and the nature of their samples, all of them reported that the farm group tended to lag well behind the more urban segments of the population in educational aspirations.

A similar, but less decisive situation has been found to exist when the occupational aspirations of farm and city youth were compared. In a statewide Florida study the occupational aspirations of ninth grade boys living in urban communities were higher than of boys living in communities of less than 2500 population.[26] A Kentucky study also reported that farm boys had lower occupational aspirations than non-farm boys.[27] However, an earlier Wisconsin study (1957), comparing only farm and non-farm high school students found no significant difference between farm and non-farm seniors.[28] Differences may not have been found in this study because the sample of seniors included both boys and girls. Other studies showed less rural-urban differences for girls than for boys, and in one study farm girls were found to be more likely to plan on high prestige occupations than were non-farm girls. Notwithstanding methodological differences, the evidence suggests that farm boys generally have lower occupational aspirations than do village or urban boys.

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[25] W.L. Slocum, Occupational and Educational Plans of High School Seniors from Farm and Non-Farm Homes, (Washington Agriculture Exper. Sta. Bulletin 564, 1956).

[26] Charles M. Grigg and Russel Middleton, "Community of Orientation and Occupational Aspirations of Ninth Grade Students", Social Forces, 38 (1960), 303-308.

[27] Harry K. Schwarzweller, Socio-Cultural Factors and the Career Aspirations and Plans of Rural Kentucky High School Seniors, Kentucky Agric. Exper. Sta. (1960).

[28] A.O. Haller and W.H. Sewell, "Farm Residence and Levels of Educational and Occupational Aspiration", The American Journal of Sociology, 42 (1957), 407-411.

Educational and occupational aspiration levels of youth have also been found to relate closely to the social status of families, with youths from higher status families more frequently planning to attend college and aspiring to higher prestige and income-earning occupations. Sewell's statewide Wisconsin study found that "56 percent of the students whose families socio-economic status ranks in the top one-third of the sample plan on college while only 21 percent of those whose families socio-economic status is in the bottom two-thirds have such plans".[29] Similar findings have been reported from studies in Kentucky[30] and Washington.[31]

Closely related to the socio-economic status of the family is the prestige rating of father's occupation. Studies in which the occupational level of father has been recorded have also noted a close relationship between occupational level of father and educational and occupational aspirations of children.[32,33] In a statewide Wisconsin study of high school seniors Sewell, Haller and Strauss concluded that the relationship of level of aspiration to parental occupational prestige status, with intelligence controlled, holds for both sexes and for both educational and occupational aspirations.[32] The authors suggest that their findings lend support to the sociological claim that values specific to different status positions are important influences on levels of educational and occupational aspiration.

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[29] Sewell, op. cit., p. 13.

[30] Schwarzweller, op. cit.

[31] Slocum, op. cit.

Another family factor that has frequently been found to influence aspiration levels of youth is the level of educational attainment of parents. From Sewell's statewide Wisconsin sample of high school seniors he found that 51 percent of students whose parents ranked high in educational achievement had college plans as compared with 22 percent whose parents ranked low. Similarly 56 percent of students with parents ranking high, had high occupational aspirations as compared with 28 percent of students with parents ranking low in educational attainment.[34] Essentially similar findings pertaining to educational plans of youth have been reported by Bertrand[35] Cowhig and associates[36] and by Buck and Bible.[37]

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[32] W.H. Sewell, A.O. Haller, and M.A. Strauss, "Social Status and Educational and Occupational Aspirations", American Sociological Review, 22 (1957), 67-73.

[33] R. Kroger and C.M. Loutit, "The Influence of Father's Occupation on the Vocational Choices of High School Boys", Journal of Applied Psychology, 19 (1935), 202-212.

[34] Sewell, op. cit., p. 16.

Several workers have also measured the effects of nationality background of farm youth to educational attitudes. Marshall and co-workers tested the association of eight independent variables with the dependent variable school attendance of 16 to 17 year old farm youths. Of five factors found to be significantly correlated with school attendance, the most important factor was nationality background. The heavier the proportion of German, Polish, Belgian and Swiss, the lower the school attendance.[38] In another study it was found that Anglo-Americans were more favorable toward high school education than were persons of mixed ethnic background or Continental Europeans. More specifically, ethnic background was found to be associated with attitude toward high school education only among persons of high socio-economic status who had not attended high school.[39]

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[35] Alvin L. Bertrand, "School Attendance and Attainment: Function and Dysfunction of School and Family Social System", Social Forces, 40 (1962), 228-233.

[36] James Cowhig, Jay Artis, J. Allan Beegle and Harold Goldsmith, Orientations Toward Occupation and Residence (Michigan State University Agric. Exp. Sta. Special Bul. 428, 1960).

[37] Roy C. Buck and Bond L. Bible, Educational Attainment Among Pennsylvania Rural Youth, (Pennsylvania State University, Agric. Exp. Sta. Bul. 686, 1961).

[38] D.G. Marshall, W.H. Sewell and A.O. Haller, "Factors Associated with High School Attendance of Wisconsin Farm Youth", Rural Sociology, 18 (1953), 257-260.

[39] W.H. Sewell, D.G. Marshall, A.O. Haller and W.A. DeHart, "Factors Associated with attitudes toward High School Education in Rural Wisconsin", Rural Sociology, 18 (1953), 359-365.

The foregoing represents an overview of a small portion of the literature published in areas relating educational and occupational aspirations of youth to family factors. It does suffice, however, to indicate that the relationships uncovered have been fairly consistant and that a clearer image concerning the influence of family factors on educational and occupational perspectives of youth is being drawn into focus in the United States.

A Review of Canadian Literature on Specific Family Factors

In sharp contrast with the United States literature, Canadian studies related to the educational and occupational aspirations of youth are few in number and limited in scope. An important distinction for the reader to keep in mind is that most of the studies to be cited relate social variables either to the educational or occupational experiences or future plans of respondents, but very few studies, if any, focus specifically upon the primary concern of this thesis, namely, upon the educational and occupational aspirations of youth. This fact became most apparent when the writer studied the most recent as well as the most exhaustive summary of related research literature entitled, The Social Basis of Education, by Dr. Frank E. Jones of McMaster University.[40] Although all published Canadian findings are reviewed under their appropriate headings, it is interesting to note a complete absence of Canadian references under the two headings, "Differences in Occupational Aspirations"[41] and Differences in Scholastic Aspirations".[42] Nevertheless, several Canadian studies that deal with influences of family factors upon educational and occupational experiences or plans of youth, warrant mention. The most extensive and comprehensive work in this area has been done by Dr. W.G. Fleming of the Ontario Department of Educational Research, who has authored ten of the "Atkinson Study Reports" on grade 13 students enrolled in public and private secondary schools in Ontario in 1955-56. Reports 1, 2, 5, 7 and 10 bear especially upon the social influences on grade 13 students.[43]

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[40] Frank E. Jones, The Social Basis of Education (Toronto: Canadian Conference on Children, 52 St. Clair Ave. East, 1965), 92 pp. This study was commissioned by the Canadian Conference on Children as a background paper for the October, 1965, National Convention meetings to be held in Quebec City.

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[41] Ibid., pp. 25-26.

[42] Ibid., pp. 20-24. Under this heading reference is made to one Quebec study dealing with parental aspirations for their children, but not directly to the aspirations of youth.

[43] W.G. Fleming, Atkinson Study of Utilization of Student Resources, (Toronto: Ontario College of Education).

Report 1. Background and Personality Factors Associated with Educational and Occupational Plans and Careers of Ontario Grade 13 Students (1957).

Report 2. Ontario Grade 13 Students: Who are They and What Happened to Them? (1957)

Report 5. Personal and Academic Factors as Predictors of First Year Success in Ontario Universities.

Report 7. A Follow-up Study of Atkinson Students in Certain Non-Degree Courses of Further Education Beyond Secondary School (1960).

Eastwood, G.R. and W.G. Fleming.

Report 10. From Grade 13 to Employment a Follow-up Study of Students Who Entered Employment Immediately After Leaving School (1963).

Most closely related to familial influences on educational behavior was Report I. This report states that of the grade 13 students who enrolled in Universities the following year, a disproportionately high number were found to represent (a) smaller sized families, (b) families with both parents alive, (c) families where fathers occupied a high status job, (d) families where parents were more highly educated, (e) families where parents entertained favorable attitudes to University education, and (f) families that lived in a medium to large-sized city. The urban-rural differences were significant and bear elaboration. Fleming found that 41 percent of parents of school children living in places of under 1,000 population favored University attendance as compared with 53 percent of parents living in places of 10,000 to 24,000 in population and 71 percent of parents in Metro Toronto.[44]

Another significant study was conducted by Hall and McFarlane. These workers also noted a close relationship between educational behavior, as measured by incidence of high school dropout, and the occupational status levels of fathers. Of 260 youth who quit school during grades 9 and 10, 37 had fathers engaged in non-manual, as compared with 223 who had fathers employed in manual jobs. Furthermore, children of manually employed fathers were found to have a significantly lower I.Q. than children from non-manually employed fathers.[45] Hall and McFarlane's most interesting finding suggested that girls adapted considerably better to the school system and had a much greater likelihood of climbing above their parents than was found to be the case for boys.

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[44] Fleming, Report I, op. cit., Table II, 24.

[45] Oswald Hall and Bruce McFarlane, Transition from School to Work, (Ottawa: Queens Printer, Department of Labor, 1962).

Several other studies have found relationships between various indices of social status and the educational behavior of children. An extensive study of plans and attitudes of high school students conducted in the Tweed Forest District of Ontario found that the educational goals of male students related closely to their father's occupational status.[46] Similarly, Porter found (from the 1951 census of Canada Data) that among families where the father's occupation fell into either the first or second highest occupational classes, 71 percent and 55 percent respectively, of children between the ages of 14 and 24, were in school, compared with 38 percent and 35 percent respectively, of children whose fathers were employed in the two lowest occupational classes.[47] Also relating to parental occupational status is an Alberta study of children who failed in grade 7. Of the 212 Edmonton children who failed, 58.5 percent were children of unemployed or semi-skilled fathers as compared with 15.8 percent of the reference group, and only 3.8 percent had fathers in the managerial class as compared with 27.3 percent of the reference sample.[48] Another Edmonton study found that of youth having at least one parent with a Bachelor's degree, 55 percent completed grade 12, compared with 35 percent completions by youth from unskilled parental backgrounds.[49] Similarly, Kaill of Ontario discovered a high positive correlation between a child's educational achievement and such family factors as socio-economic status and educational level of parents.[50] However, when testing the hypothesis that familial influences predominate in the process of occupational choice, a group of McGill University social workers reached no conclusion from their sample of 71 fourth year Arts women other than that "the findings suggest that familial influences (overt persuasion) are more numerous than non-familial influences, but that they may be less crucial than personal influences".[51]

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[46] H.K. Scott and J.G. Lussier, Background Studies for Resource Development in the Tweed Forest District, Ontario, Study No. 4, Plans and Attitudes of High School Students. (Guelph, Ontario: Ontario Agricultural College, Department of Agricultural Economics, 1963).

[47] John Porter, "Social Class and Education", in Michael Oliver (ed.) Social Purpose for Canada (Toronto: University of Toronto Press, 1961).

While this summary suggests that a few Canadian studies have dealt with the relationship of a variety of educational and occupational behavior features of youth to an assortment of family factors, it also emphasizes that none of these studies has focused primarily upon the achievement motivation, or the aspiration level of Canadian youth as a function of family influences. The overall paucity of Canadian research in this general area is reflected in various prominent writings. When discussing "The Family and the Child at School" in his recent book, The Family in Canada, Fredrick Elkin observed that "some important topics such as the family and occupational choice, parental participation in schools and changing attitudes of parents towards the schools, are hardly touched on, if at all, in Canada".[52] Similarly, Jackson and Fleming called attention to the urgent need for Canadian research into the broad and "elusive" relationship of the "family situation" to the educational opportunities of youth. Specifically these writers called for enlightenment on factors such as whether or not both parents are living, whether parental relations are amicable or otherwise, matters like family income, parents' occupation, parents' education, parents' attitudes to higher education and to such variables as cultural background, racial origin, sex and religion.[53] In similar tone, George M. Dunlop, in a chapter entitled, "Educational Research in Canada: Today and Tomorrow", refers to a recent survey of Canadian research needs that called for "programs of effective and continuous research" in the psychological areas of intelligence and motivation and in the sociological influences of community and socio-economic status.[54]

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[48] C.J. Allison, "Characteristics of Students who Failed Grade 7 in Edmonton Junior High Schools - 1951-52", Alberta Journal of Educational Research, 8:1 (1962), 11-24.

[49] H.L. Larson, "The Five School Project Dropout Study", Alberta Journal of Educational Research, 4:4 (1958), 212-215.

[50] Robert Kaill, "An Enquiry into the Relationship Between the Occupational Level of Parents, Their Attitude Toward Education and the Educational Achievement of the Child." (Guelph, Ontario: Master of Science in Agriculture Thesis, 1963).

[51] M. Blanchard, J. Eymberts, M.E. Lemay, C. MacLennan and M. Seely, "Familial and Other Influences in Occupational Planning", Vol. I, Vol. II, (McGill University: Master of Social Work Thesis, 1957).

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[52] Fredrick Elkin, The Family in Canada (Ottawa: Canadian Conference on the Family, 1964), p. 112.

[53] Jackson and Fleming, Canada's Crisis in Higher Education, op. cit., pp. 98-99.

If, in the minds of these writers, uniquely Canadian research was not considered essential for the understanding of uniquely Canadian social problems, they would not have come forward as strongly as they did in their call for research conducted directly within the Canadian social milieu. A foregoing portion of this review gives ample evidence to support the contention that research in the areas considered needy in Canada is already in advanced stages of refinement in the United States. Elkin addresses himself to the uniqueness of Canadian society in his call for Canadian sociological research:

> We have a lower proportion of wives working for pay and a lower divorce rate than most western industrialized countries. Our weather creates distinctive problems of seasonal unemployment and limits the areas of settlement for retired people. Our mosaic of ethnic groups has no counterpart anywhere in the world. Our history links us especially with the cultures of England and France and our Geography to the culture of the United States. All this has its effects on the institutions, value systems and sentimental identifications which have been incorporated into our way of thought and life.[55]

Furthermore, history and geography within Canada combined forces with the result that a variety of relatively isolated cultural islands arose across the nation. Manitoba, for instance, where this study was conducted, is unique in several respects. The social and economic life is completely dominated by Metropolitan Winnipeg, where just over half of the Provincial population resides. Hence, all communication media focus upon Winnipeg. Inevitably a dominating metropolis of this size would have an urbanizing influence on the rest of the Province. In addition, this Province administers its own (and thus a unique) educational system and has produced an occupational environment peculiar to a rapidly industrializing agrarian economy. Furthermore, the widely recognized ethnic and religious diversity of the people of Manitoba further help to create a social milieu sufficiently distinctive to warrant sociological research of its own, especially in areas touching vital attitudes and values.

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[54] George M. Dunlop, "Educational Research in Canada: Today and Tomorrow" in Cecil P. Collins (ed.), Research in Education, (Ottawa: Canadian Conference on Education, 85 Sparks St., 1962), p. 9.

[55] Elkin, op. cit., p. 176.

In the opinion of the writer, four broad generalizations emerge from the introductory chapter and from the discussion of past research. These generalizations also provide the rationale for the selection of this particular research problem.

(1) The introductory chapter clearly underlined the large proportion of students that dropped out of the Manitoba School System between grades two and twelve. In 1958 this drop out rate amounted to 81 percent, a rate exceeded in only three other Canadian provinces. When considering the educational requirements for "success" in the work world of today and of the future, youth should be afforded every possible opportunity to develop its full intellectual and skill potential.

(2) A glimpse at the vast body of United States research findings has taught us that the problems related to the maximization of latent talent are many, are complicated, and are related to a mixture of

scientific disciplines. But the most significant observation is that many problem areas readily yield their secrets when attacked by competent research scientists. In short, a multidisciplinary approach to research in the behavioral sciences has been productive and has provided much guidance for ameliorative policy decisions.

(3) Behavioral research findings that are closely associated with culturally derived attitudes and values cannot validly be generalized from one nation to another, or within a nation from one cultural "island" to another. Hence, if national or provincial policy decisions are to rest upon a reliable factual base, such facts must be acquired from research conducted within the country or province in question. The paucity of Canadian literature suggests, and knowledgeable sociologists confirm, that Canadian research has to date not provided sufficient enlightenment, either for an adequate understanding of the dimensions of the problem, or for a sufficiently informed and rational approach to its solution.

(4) Finally, if more Canadian research is so urgently needed, which of a broad spectrum of needy areas should have priority? Aspiration level, in the context of this study, represents the level to which individuals strive in their self-development. The best of educational facilities and opportunities are of no avail if boys and girls lack the level of aspiration necessary in order for them to take advantage of such facilities and opportunities. We have seen that the aspiration level of individuals is strongly influenced by interpersonal

and social experiences of early family life. Ethnic and religious backgrounds, socio-economic status, occupational and educational levels along with many other parental and family factors help to locate the priority position that educational and occupational achievement occupies in the value heirarchy of families. The important point to note is that parental values are learned by children, and in large measure stay with them through life. Hence, a clearer understanding of the factors that contribute to the development or lack of development of a high level of aspiration seems to be an obvious point of departure for needed research.

These four generalizations, then, provided the rationale for studying the relationship of familial factors to the educational and occupational aspiration levels of high school aged youth. Specific hypotheses were selected largely on the basis of the productivity they yielded in United States studies. It was assumed that this criterion of selection would provide the most productive initial investment of time and energy. On the basis of this assumption this study was designed to test one general and forty specific hypotheses.

The general hypothesis is that levels of educational and occupational aspirations (dependent variables) of youth are influenced by selected aspects of the family situation (independent variables). Specific hypotheses are as follows[56]:

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[56] Questions evoked by hypotheses such as category sizes, scales employed, etc., will be dealt with in detail in the chapter on method and procedures.

The educational aspiration level of high-school-aged (a) boys, (b) girls

(1) Increases with size of family's community of residence.

(2) Increases with increasing socio-economic status of family of orientation.

(3) Increases with father's occupational status.

(4) Increases with father's level of educational achievement.

(5) Increases with mother's level of educational achievement.

(6) Increases according to father's encouragement for youth to continue in school.

(7) Increases according to mother's encouragement for youth to continue in school.

(8) Is more likely to be higher in a normal than in a broken home situation.

(9) Will vary with ethnic background of family.

(10) Will vary with religious background of family.

The above ten items, when applied to boys and girls separately, actually comprise 20 individual hypotheses.

Hypotheses 21 to 40 relate the occupational aspiration levels of high school (a) boys and (b) girls to the same ten independent variables as in hypotheses 1 to 20.

CHAPTER III

SOCIALIZATION SYSTEMS: A CONCEPTUAL FRAME OF REFERENCE

A close analysis of Chapters I and II will support the contention that, when stripped to its most basic elements, the sociological model to which this study relates, concerns the effects of a family's social position upon the socialization of the children. It will be recalled that most of the literature reviewed in Chapter II demonstrated the relationship of a wide range of social class indicators[1] (independent variables) to the educational and occupational aspiration levels of youth (dependent variables). Many of the studies cited found that the aspiration levels of youth varied directly with social class position. Hence, it is reasonable to attribute a large portion of the differences in levels of educational and occupational aspiration to differences in the early socialization of youth.

It has long been accepted that the values and attitudes children learn concerning many areas of life are strongly influenced by the values and attitudes towards these areas that prevail in the social class to which they belong. Later in this chapter we shall come to see how the values and attitudes youth entertain toward continuing education and high status occupations are influenced by the social class to which youth belongs.

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[1] It is noted that in the literature review most of the independent variables listed on page 33 were found to relate to the socio-economic status of the subjects concerned. Hence it is justifiable to refer to these variables as social class indicators. See Appendix C, Tables 13-20.

All Societies are Stratified

Social stratification belongs, of course, to the central core of classical sociology. It might best be defined by quoting from an introduction to social stratification in Canadian Society:

> We are all aware that some people or groups of people have more money, power, prestige, and influence than others. We also know from experience that we evaluate some occupations, such as those of the higher professions, more highly than others which require little skill or education. This hierarchical principle which is found in all social systems, is called social stratification[2]. (Italics added).

Although the concept of ranking people by social class is repugnant to most North Americans and is in direct violation of dominant democratic values, like "equality of opportunity" and "equality of human rights", it is nevertheless a fact that every known society of any size, is stratified.[3] The paradox of the democratic ideal is compounded when it is recognized that the greatest development of social rank orders is found in societies with the greatest degree of specialization, heterogeneity and division of labor, all highly characteristic of modern industrialized democracies, and especially so of the United States and Canada. However, it has also been noted that as countries become wealthier, the gap between classes narrows, the middle class becomes larger and the general consensus on the values of the entire society becomes greater.[4] Obviously Canada must be considered a "wealthier country" and as such is subject to the above generalization.

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[2] Bernard R. Blishen, "The Construction and Use of an Occupational Class Scale", in B.R. Blishen, F.E. Jones, K.D. Naegle, and J. Potter, Canadian Society: Sociological Perspectives (Glencoe, Ill.: The Free Press, 1961), p. 452.

[3] Bernard Berelson and Gary A. Steiner, Human Behavior, An Inventory of Scientific Findings (New York, Harcourt: Brace and World Inc., 1964), p. 460.

[4] Ibid., p. 461.

The Basis of Stratification

Stratification in societies may be clearly defined as in caste societies, or loosely defined as in most industrialized societies. In loosely defined systems people can move up or down the hierarchy. This process is called social mobility.

Since there are no clear boundaries between classes in loosely defined class systems, such as exists in Canada, it is very difficult to say for any one society how many classes there are. It should be noted that the classes with which this study is concerned are in fact artificial classes "constructed for the purpose of investigation so that people can be placed in positions relative to each other in the same way that the artificial parallels of latitude for the earth enable location of geographical positions relative to each other."[5]

Hence in researching the phenomenon of social stratification the sociologist resorts to "constructing" social classes on the basis of scales or indices composed of objective criteria, such as occupation, income, education, skill and property ownership.[6] The social classes delineated from a properly constructed scale would then, in fact, be classified according to "the power, prestige and influence" each class exercises in society. For, as quoted from Blishen earlier, power, prestige and influence are the important features of class differences.

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[5] *Ibid*., p. 453.

[6] Bernard R. Blishen *et*. *al*. *op*. *cit*. p. 453.

It should be understood that the uneven distribution of power and influence in society is not a sinister plot, consciously contrived, but is simply a reflection of role differentiation, an essential and functional aspect of any society.

Of what, then, specifically are these objective role features that comprise the criteria for stratification constituted? In their inventory of scientific findings entitled Human Behavior, Berelson and Steiner list the following twelve bases by which people are stratified[7]:

authority
power (political, economic, military)
ownership of property, relation to the means of production, control land (the feudal estates)
income-amount, type, and sources
consumption patterns and style of life
occupation or skill, and achievement in it
education, learning, wisdom
divinity, "control" over the supernatural
altruism, public service, morality
place in "high society" kinship connections ancestry (i.e. inherited position)
associational ties and connections
ethnic status, religion, race

These authors point out that several of the above criteria have been considered important at different times and places. Furthermore, different societies have evaluated certain characteristics in different ways.

Barber points out that a number of workers researching the American stratification system employ a set of social class indicators different from the set listed above. Of the nineteen different items in the set of indicators to which Barber referred, eight are related to occupational ratings (of the subject, the subjects father and his wife's father) employing various scales and categories, four items deal with educational level and the remainder cover a range of factors including income, housing and residential area.

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[7] Berelson and Steiner, op. cit., p. 454.

Kahl and Davis, who studied these items in detail, found "relatively high positive correlations" among the scores computed for the nineteen items. From a factor analysis they further found that the two variables underlying most of the items were, first, occupational position and second, quality of the house and the residential area.[8]

These, then, are some of the indicators of social position in American Society. However, a question more important to the conceptual model of this study than the basis of social stratification, is the effects that the position in the stratification hierarchy has upon human behavior; that is, the effects of social rank upon the particular norms, values, attitudes and emotions considered appropriate at specific occasions. A consideration of this behavioral by-product of the stratified society involves, first, a brief analysis of the process of human socialization.

The Influence of Stratification on Socialization

Socialization is the extended process by which "socially shapeless" infants learn "the ideas, values or norms, and emotions that are appropriate for every kind of social role: family, occupational, religious, political, educational, and social class".[9] The greatest part of this learning experience is known to take place in the family situation, although the peer group, the schools, literature, the mass media, work and travel also contribute to the total socialization process. This discussion will confine itself to a consideration of the family as a socializing agency.

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[8] Bernard Barber, Social Stratification (New York: Harcourt, Brace and World Inc., 1957), p. 184.

It is natural that the social roles a particular child learns would be closely related to the roles and expectations of his parents and siblings, from whom he learns. For this reason, as Barber notes, "the infant becomes an approximation of the model his parents have at least implicitly had in mind for him as an adult".[10] This social learning process involves not only the objective knowledge and ideas required for an adequate performance of various social roles, but it includes, as well, a learning of the values, attitudes and emotions appropriate to a wide range of social situations. Certainly the attitudes and emotions evoked in a child by the word "school" would not be the same in all family settings. Obviously the value placed upon school in the family, and learned by the child, would set the attitudinal and emotional tone that the child would express.

If, then, socialization involves for the child the learning of a set of behavior patterns functional for his parental home, and hence conditioned by the social roles of his parents, then it is reasonable that the children of parents with vastly different social roles would learn a somewhat different behavioral repertoire. Earlier it was stated that social stratification was a reflection of role differentiation in society. It then follows that the socialization of children would likely differ considerably between different strata of society. The vast body of research findings in this area has been crystalized into a number of widely accepted generalizations applicable to industrialized American society. A review of the more important of these generalizations follows.

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[9] Ibid., p. 264.

[10] Ibid., p. 265.

Most of the workers' reporting differences in class socialization have simply dichotomized society into the lower class and the middle class, and confine themselves to a comparison of these two dominant sectors.

The Class System and Related Behavior Patterns

The family into which an individual is born not only establishes his social position but also provides a situation for learning the behaviors associated with that position. This learning proceeds consciously or unconsciously, and includes areas like aspirations and ambitions, attitudes, beliefs, appearance and etiquette, manners, tastes and skills.[11] In fact Berelson and Steiner go so far as to state that:

> The members of different classes or those moving or desiring to move between classes behave differently on a wide range of matters. Such differences are everywhere fundamental and pervasive. They are among the most important explanatory differences underlying human behavior.[12]

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[11] Berelson and Steiner, op. cit., p. 468.

[12] Ibid., p. 476.

Many sociological studies have sought to identify differences in the "upbringing" and consequent behavior patterns of middle-class and lower-class children. Indeed, many such differences have been observed, some of which are believed to persist more generally than others. These differences cover a wide range of behavior types. For the United States, current class differences in child-rearing practices have been summarized as follows:

> Lower-class infants and children are subject to less parental supervision but more parental authority, to more physical punishment and less use of reasoning as a disciplinary measure, to less control of sexual and other impulses, to more freedom to express aggression (except against the parents) and to engage in violence, to earlier sex-typing of behavior (i.e., what males and females are supposed to be and do), to less development of conscience, to less stress toward achievement to less equalitarian treatment vis-a-vis the parents, and to less permissive upbringing than are their middle-class contemporaries.[13]

While many other, and more specific differences could be added to the above generalizations, further comment and documentation will be reserved only for those items mentioned that relate to the motivation and achievement of youth in today's world.

Sociologists are in general agreement that in our society the achievement of professional or managerial occupations requires "adherence to certain values and implied patterns of behavior".[14] Jones has commented on three values essential for "success" in today's middle-class dominated society:

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[13] Ibid., p. 479-480.

[14] Frank E. Jones, The Social Bases of Education, op. cit., p. 27.

> One of these values is success or achievement itself which refers to a commitment on the part of the individual to strive to better himself in relevant performances relative to competitors. An orientation to success is necessary to achieving a higher position and it is an expected orientation of the individuals who fill these positions. Another value is individualism which refers to the right of the individual to seek, define and achieve his own objectives, but also implies that the individual is responsible for his own decisions and, consequently, for his own resulting successes and failures. A third value, associated with achievement, which may be termed self-discipline, refers to the capacity to organize one's energy for the achievement of goals distant in time as opposed to using one's energies to achieve short-run goals or immediate satisfactions.....As it is a common experience for students to have to decide between meeting the demands of school work and satisfying a variety of immediate desires, such a capacity to defer immediate gratification is viewed as essential for those who wish to attain the higher levels of education.[15]

Obviously then, those children in whose socialization (processes of child-rearing) achievement, independence and the deferral of gratification was encouraged and rewarded, will have a competitive advantage over those whose socialization emphasized other values. That these three values are more characteristic of middle-class than of lower-class society has been concluded from various studies.[16]

Besides not having learned these essentially middle-class values, members of lower-class culture are affected in many additional respects.

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[15] Ibid., pp. 27-28.

[16] See for example, Louis Schneider & Sverre Lysgaard, "The Deferred Gratification Pattern:A Preliminary Study", American Sociological Review, 18 (1953), 142-149.
Allison Davis & R.J. Havighurst, "Social Class and Colour Differences in Child Rearing", American Sociological Review, 11 (1946), 698-710.

Some lower-class characteristics which may be seen as adversely affecting the child's socialization to the middle-class values and norms espoused by the school, have been advanced by Walter B. Miller.[17]

1. The community, and not the home, is the basic social unit. Social relationships are principally informal, age-graded, one-sex groupings which are more important than the family unit itself.

2. Family structure is centered around a female-based household. The father comprises an unstable, undependable, or entirely absent member of the family unit. The serial monogamy pattern of marriage (a succession of temporary mates) is common. In 35 to 40 percent of lower-class families the parental role is assumed predominantly by the female.

3. In-group - out-group feelings are strong. Teachers, and most other community workers, belong to the out-group. A high value is placed upon outsmarting the out-group and its representatives.

4. There is a belief in luck or fate as the chief determinant of one's life chances, rather than directed and deliberate effort. This leads to a passivity that is incompatible with ambition and upward mobility aspiration.

5. Adultness and toughness are highly-prized adolescent values. Schools are both childish and soft, to be endured only as long as the law requires. Achievement in school is deprecated, not valued, and is likely to result in rejection by the highly valued peer group.

The evidence then suggests that social class differences in child-rearing practices and home environment are such as to favor the prospects for achievement and "success" of higher-class children and to hinder such prospects for lower-class children. It should be remembered that most of the empirical data from which the broad generalizations enunciated in this chapter have been drawn, are based upon United States studies. It is most unlikely however, that Canadian studies would in any way alter the generalizations, even though the magnitudes of certain specific relationships might vary somewhat. The point being made is that the social structure and value constellations of Canadian and United States societies are sufficiently similar that the generalizations relating social class, socialization and likelihood of achievement apply equally to the United States and Canada. If this assumption is accepted, the socialization model may be employed as a general theoretical framework for a Canadian-based study of a number of detailed relationships between aspiration levels and selected family factors.

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[17] Walter B. Miller, Cultural Features of an Urban Lower-Class Community (Washington: U.S. Dept. of Health, Education and Welfare), Public Health Service (n.d.) cited by D.E. Woodsworth, Project Director, The School Performance of Children in Families Receiving Public Assistance in Canada. A Research Design prepared by the Canadian Welfare Council (Ottawa, Department of National Health and Welfare) 1964, p. 5.

A major project, presently in an advanced stage of design, is intended to "compare the aspirations of Canadian and American youth, and determine the extent to which findings of studies dealing with American youth can be generalized to Canadian society".[18] The findings of this study should eliminate much of the speculation still necessary in this area.

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[18] This study is under the direction of Dr. R.N. Pvalko of the University of Wisconsin. He intends to investigate social class differences in educational and occupational aspirations of 4,000 Grade 11 and 12 students from two Nova Scotia communities. This information was acquired through a private communication from Dr. F.G. Robinson, Director, Canadian Council for Research in Education, Ottawa, Ontario, January, 1965.

CHAPTER IV

METHOD AND PROCEDURES

Background

This study reports on a portion of the findings of a much larger investigation undertaken jointly by the faculty of Agriculture, University of Manitoba and the Manitoba Government A.R.D.A. Research Committee.[1] To assist the reader in placing this study within its larger context, the overall project will be summarized.

The purpose of the study was to determine the educational and occupational aspirations of high school-aged youth and to relate these aspiration levels to a wide range of family, peer group and school-related factors. Questionnaires were completed by (a) 1844 or 88 percent of all Grade XI and XII students enrolled in High Schools in the three sample areas (see Figure 2) and by (b) 347 or 58 percent of boys and girls who were enrolled in Grade IX in sample area schools in 1961 and 1962, but who subsequently withdrew from school. (Had they not withdrawn, they would presently also have been in Grades XI and XII.) Questionnaires for in-school students were administered by members of the research team during school hours whereas the out-of-school youth responded to a mailed questionnaire.

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[1] The Federal Agricultural Rehabilitation and Development Act (A.R.D.A.) provides for joint Federal-Provincial participation in promoting economic and social development in designated rural areas of Canada. This agreement provides that funds may be allocated for related sociological as well as other research.

The subject matter of this thesis is confined to a study of the relationships of educational and occupational aspirations of only the in-school cohort of respondents to a selected number of factors related to only the family situation. Hence, but a portion of the items appearing in the questionnaire (see Appendix A) will be of concern in this project.

Data Collected

A two-part questionnaire was prepared during April and early May, 1964. Part I consisted of questions relating to the level of educational aspirations (one of the dependent variables in the study) and to all of the selected background factors (independent variables). Part II comprised the occupational aspiration scale (the other dependent variable).

Level of Educational Aspiration was determined in a manner similar to that employed by Sewell[2] in his statewide Wisconsin study referred to in Chapter II. An attempt was made to discriminate between *plans* and *aspirations* by first asking the question (no. 24, page 6 in questionnaire), "After high school, my plans for education are: " after which followed a forced-choice among the following:

1. University
2. Technical-vocational school
3. Teachers' College
4. Business College
5. Nurses Training
6. Other (specify)
7. No further education

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[2] William H. Sewell, *The Educational and Occupational Perspectives of Rural Youth*, *op. cit.*, p. 4.

Immediately thereafter followed the question (Number 25), "Now, suppose I were free to choose, my plans for education would be: ", followed by the identical list of alternatives offered in the previous question. Those selecting University were then considered as having a high aspiration level, those selecting alternatives 2 to 6 as intermediate and those with no further plans as low in educational aspiration level.

Level of Occupational Aspiration (the other dependent variable) was measured by employing Haller's Occupational Aspiration Scale, which was designated as Part II of the questionnaire.[3] This scale was selected as the best available measure of the prestige level of preferred occupations. It is a multiple-item, forced choice instrument based upon prestige rankings of occupations by a national sample of respondents in the United States.[4] From a monograph in which the author presents his findings from a series of empirical evaluations of this scale, it is apparent that Haller was intent on designing an instrument consistent with accepted theoretical constructs of aspiration level theory and with maximum reliability and validity:

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[3] This scale was copyrighted in 1957 by Dr. Archie O. Haller of the University of Michigan and used by permission.

[4] For a discussion on procedures of occupational prestige ratings see "National Opinion Research Center. Jobs and Occupation: A Popular Evaluation." Opinion News, 9 (1947) p. 3-13.

> In general we conclude that the O.A.S. (Occupational Aspiration Scale) appears to be a practical, reliable and evidently a valid instrument for measuring differential levels of occupational aspiration. It is probably the best available single combination of practicability, reliability and validity.[5]

It should be emphasized that Haller's scale has been tested and validated only for males. However, the author offers the following opinion as to its suitability for females:

> It is the belief of the writers that it (the O.A.S.) may work well with females as well as with males...but this belief has yet to be demonstrated.[6]

Judging from the high level of frustration team members detected whenever girls responded to the Haller scale, it is reasonable to assume a somewhat lower level of validity and reliability when the scale is applied to girls than when applied to boys. Quite frequently the girls has to be reminded that in responding to the scale they were not selecting a vocation but only indicating the level to which they aspire occupationally.

The measuring instrument is constructed in such a way as to test aspiration level at two expression levels, realistic and idealistic, and at two goal-periods, short-range and long-range. The entire scale consists of eight questions with two questions devoted to each of four sections.[7] It has a range of 0 to 72 points, with a median of 35 points. Time required for administration was about 20 minutes.

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[5] Archibald O. Haller and Irwin W. Miller, The Occupational Aspiration Scale: Theory, Structure and Correlates (East Lansing, Michigan: State University, Agricultural Experiment Station Bull. 288 (1963), p. 104.

[6] Ibid., p. 59.

[7] The various dimensions of occupational aspiration that Haller's scale embraces are mentioned only to indicate the scope of the instrument; individual dimensions (expression levels or goal periods) are not employed in this study; only the total score is employed.

Although research has shown the scale to be a valid instrument for measuring prestige levels of occupational aspirations when applied to similar populations in the United States, no detailed analysis has been made to determine the validity of the scale for a Manitoba population. Preliminary results, however, indicate the scale to be a suitable instrument.

Father's Occupational Status. The occupation that respondents ascribed to their fathers was ranked according to the Blishen Occupational Class Scale.[8] In this scale 343 Canadian occupations were ranked and grouped into seven classes according to combined standard scores for income and years of schooling. Data were based on the 1951 Canada census. A rank order correlation of 0.94 was found between the ratings of occupational prestige in the Blishen scale and those of the National Opinion Research Center, (N.O.R.C.) of the United States. This is significant in that the Haller Occupational Aspiration Scale described above was based upon the N.O.R.C. ratings.

Socio-Economic Status (S.E.S.) Scale

The scale employed to measure the socio-economic status of respondents was an arbitrary adaptation of Sewell's "Short Form of the Farm Family Socio-Economic Status Scale".[9] This is a shortened version of Sewell's earlier and more comprehensive scale, first described in 1940.[10] Because of the amount of interview time required for the longer form Sewell was persuaded to shorten it. In so doing he selected 14 of the most easily obtainable items from the original scale. Analysis showed that these items possessed sharp diagnostic capacity in samples taken in Oklahoma, Kansas and Louisiana farm populations. The validity of the shortened form was established in that it produced scores in very close agreement with the original scale. The three states mentioned above are of sufficient diversity to make it reasonable to employ an adaptation of this scale in Manitoba.

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[8] Bernard R. Blishen, et. al., op. cit., 477-486.

[9] William H. Sewell, "A Short Form of the Farm Family Socio-Economic Status Scale", Rural Sociology, 8 (1943), 161-170.

The 14 diagnostic items included in Sewell's revised scale were as follows: construction of house, room-person ratio, lighting facilities, water piped into house, power washer, refrigerator, radio, telephone, automobile, daily newspaper, wife's education, husband's education, husband's attendance at church or Sunday school, wife's attendance at church or Sunday School. Sewell classified the first six items as material possessions, the second six as cultural possessions and the last two as social participation.

A revision of this farm family scale was considered necessary because our sample consisted of urban as well as farm youth. Furthermore, a few items were believed no longer to discriminate between social classes. Of the six items of material possession all were retained except that of lighting facilities, and in its place was inserted home ownership. The extensive rural coverage and low rates of Manitoba Hydro was believed to disqualify electric lighting as a diagnostic factor.

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[10] William H. Sewell, "A Scale for the Measurement of Farm Family Socio-Economic Status", Southwestern Social Science Quarterly XXI (1940), pp. 125-137.

Revision of the six cultural possessions consisted of a deletion of radio and husband's and wife's education. Like electricity, the radio was assumed to be a near universal possession in the sample areas and the level of father's and mother's education were to be two important independent variables in the overall study, and hence, were deleted from this scale to avoid the possibility of spurious correlation. Two cultural possessions, television and record player were inserted into the scale on the assumption they would be fairly reliable indicators of socio-economic status. The two social participation items (husband's and wife's attendance at Church or Sunday School) were also deleted because they were not considered a valid measurement of social participation, especially in urban areas. No items were added in their place.

In summary, the socio-economic scale employed in this study was comprised of the following eleven items. Each positive item was scored as one point.

1. Room-person ratio
2. Home Ownership
3. Home construction (brick, stucco or painted frame)
4. Refrigerator (gas or electric)
5. Running water
6. Subscription to daily newspaper
7. Power washing machine
8. Record Player

9. Television
10. Telephone
11. Automobile

In scoring this scale a room-person ratio of 1.3 or greater was considered positive, as was a 1962 or later model automobile.

Although the above outlined adaptation of Sewell's scale, which was used in this study, has not been statistically validated, it should be noted that the items employed in the scale have been used in similar populations.

The I.Q. Test. Although the matter of I.Q. does not enter directly into the hypotheses under test, and hence has not been mentioned up to this point, this measurement was employed as a control variable in the statistical analysis. The I.Q. level was obtained from Department of Education records for only those respondents who were enrolled in sample area schools during their Grade IX year. This amounted to 1487 of the total cohort of 1844. The balance represents those students who migrated into sample school divisions after completing their Grade IX elsewhere. It is recognized that the migrant status of those for whom no I.Q. scores were available could tend to have a biasing effect on the data, in that other studies have shown a positive relationship to exist between a high I.Q. and those most likely to migrate from rural to urban areas.[11]

The I.Q. test administered by the Department of Education to all Grade IX students in Manitoba is known as the "Quick Scoring Group Test of Learning Capacity - Advanced - Grade X to Adult".[11]

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[11] See for example, C. Harold Brown and Roy C. Buck, Factors Associated with the Migrant Status of Young Adult Males from Rural Pennsylvania (University Park, Pennsylvania: Pennsylvania State University Agricultural Experiment Station Bulletin 676, 1961).

Other Data. Data as to independent variables not yet mentioned were obtained by structured questionnaire. The precise wording of these questions will appear as the data and findings of each variable are dealt with in later chapters.

Pre-testing the Questionnaire. After the first draft of the questionnaire was completed it was pre-tested on about 100 Grade XI and XII students in the Steinbach Collegiate, Steinbach, Manitoba. This experience resulted in the restructuring of a few questions as well as in deciding that the Haller O.A.S. should follow rather then preceed the main part of the questionnaire. The O.A.S. proved to be the more frustrating part of the instrument, especially for the girls.

Administering the Questionnaire. In about mid-May, members of the research team visited the principal of each High School in the sample areas to introduce them personally to the purpose and nature of the study and to arrange a specific date and time for administering the questionnaire. Without exception, principals and teachers co-operated fully by permitting team members to administer the instrument personally during regular school hours. This was done during late May and early June, 1964. Between 50 and 60 minutes was usually required for the introduction and administration of the two-part instrument.

Procedures of Data Processing. Following the processing of raw data into the necessary scales and categories the findings on each respondent was transferred to an I.B.M. card. Facilities of the University of Manitoba Computor Center were then employed for the production of frequency distribution tables and for the calculation of Chi Square and co-efficient of contingency statistics.

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[11] This test was devised by the Ontario College of Education and copyrighted in 1958 by the Ontario Department of Education, Toronto.

The Sample

Three sample areas were selected for this study. The areas were selected so as to maximize difference in social and economic conditions. One area, consisting of Manitoba's Interlake region, included School divisions 21, 22 and 23. (See Figure 2). This area is characterized by low income levels, and because of its general state of economic depression is presently the focus of a comprehensive rural development program.

The second area was selected in the relatively prosperous agricultural region of Manitoba's Central Plains. School divisions 30 and 31 were selected from this area.[12] Like the Interlake area, this region is primarily rural although it contains trade centers such as MacGregor, Carberry, Neepawa and Gladstone.

The third area is comprised of two non-contiguous high school units in suburban municipalities of the Metropolitan Winnipeg area.

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[12] Lowry Nelson, Area Development in the Interlake: Problems and Proposals (Winnipeg: Queen's Printer for Manitoba, 1964). In this A.R.D.A. research report on Manitoba's Interlake region, Dr. Nelson ranked Manitoba's Census Divisions according to several socio-economic indicators extracted from the 1961 Canada Census. For example, in Census 12, which includes the Interlake sample area, 34.7 per cent of families had an income of under $2,000 per year as compared with 25.8 per cent in the Central Plains Census area (No. 10). Similarly, all other population, education, housing, income and farm indices cited by Nelson favoured the Central Plains area from a socio-economic standpoint.

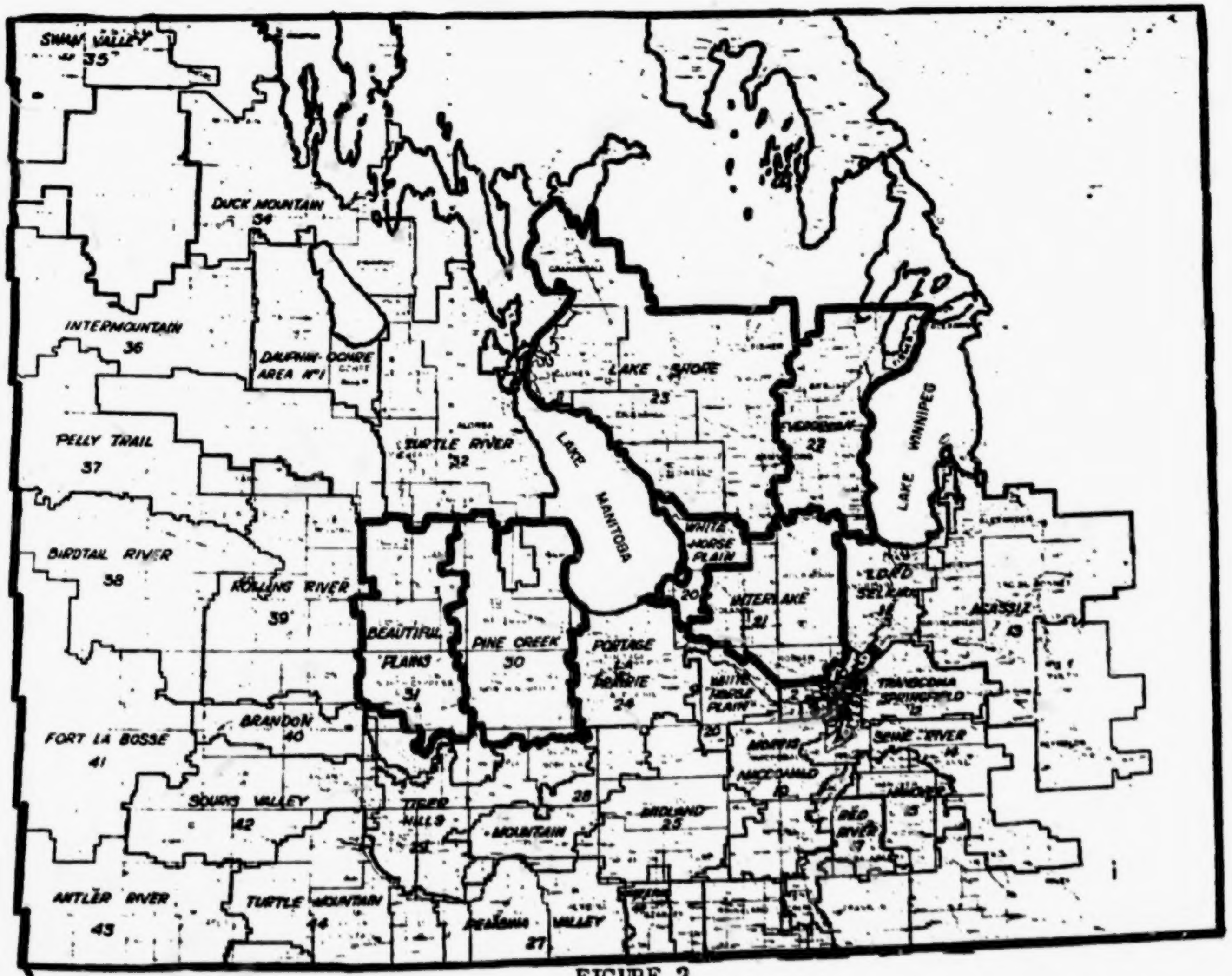
SWAN VALLEY
35
DUCK MOUNTAIN
34
INTERMOUNTAIN
36
DAUPHIN-OCHRE AREA Nº1
PELLY TRAIL
37
TURTLE RIVER
32
LAKE SHORE
23
LAKE MANITOBA
LAKE WINNIPEG
22
BIRDTAIL RIVER
38
ROLLING RIVER
39
BEAUTIFUL PLAINS
31
PINE CREEK
30
PORTAGE LA PRAIRIE
24
WHITE HORSE PLAIN
20
INTERLAKE
21
LORD SELKIRK
11
AGASSIZ
13
9
2
6
TRANSCONA SPRINGFIELD
12
SEINE RIVER
14
BRANDON
40
FORT LA BOSSE
41
SOURIS VALLEY
42
TIGER HILLS
29
28
MOUNTAIN
MIDLAND
25
MORRIS MACDONALD
10
RED RIVER
17
15
ANTLER RIVER
43
TURTLE MOUNTAIN
44
PEMBINA VALLEY
27

FIGURE 2

SOUTHERN PORTION OF MAP OF MANITOBA OUTLINING RURAL SCHOOL DIVISIONS (HEAVY LINES) AND LOCATION OF URBAN DIVISIONS NOS. 6 AND 9 THAT COMPRISED THE SAMPLE AREAS

Included in this suburban sample were the Vincent Massey Collegiate in Fort Garry and the River East Collegiate in North Kildonan.

No attempt was made to select sample areas that were either economically or ethnically representative of Manitoba as a whole. In keeping with the social stratification model, the main criterion for sample selection was that of a broad range of social and economic conditions in both rural and urban Manitoba. In keeping with the content of Chapters II and III, a broad range in social class should produce a broad range in aspiration levels. That the rural sample areas provided such a socio-economic range is shown on page 54 (foot note 12). In the judgement of the researcher the suburban communities of Fort Garry and North Kildonan complimented the predominantly lower class rural sample by providing a large number of respondents in the higher class range.

Had ethnic representation been of primary concern, St. Boniface might have been selected as one area. But this community would not have provided the much needed upper class representation.

The sample of respondents consisted of all the Grade XI and XII students present in the school on the day the questionnaire was administered. Of the 2095 students enrolled in the 28 high schools involved, 1844 or 88 percent, responded. This total was made up of 987 males and 857 females.[14]

While this group is referred to in this report as a sample, in the strict sense it is not a sample in that it does not involve a random procedure, but is a group selected to maximize social class differences.

In view of the preliminary nature of this study and the methodological problems in the sample taken, as outlined above, generalizations from the findings of this research would not be warranted. This project is rather to be interpreted as a test of a number of hypotheses derived from United States studies on one rather substantial population (1844) of Manitoba high school students.

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[14] For a breakdown of the June, 1964 Grade XI and XII enrollment questionnaires completed and percent coverage by sample areas, and by schools, see Appendix B.

CHAPTER V

PRESENTATION OF DATA

The tables presented in this chapter contain only the percentages of boys and girls aspiring to "high" levels of education and occupation.[1] For a full range of relationships (from high to low in both dependant and independant variables) the reader is referred to Appendix C, where four corresponding tables appear from which each table presented in this discussion has been abstracted. Table I, for instance, was abstracted from Tables IA, IB, IC andID on pages 128 to 129 , as indicated in the last line of the table.[2] This procedure has been followed throughout this chapter. It is to be understood that the probability values (P) appearing under each column in the tables presented apply to the respective tests of significant associations for the full range of relationships and not to the column itself. Only those relationships with a confidence level exceeding one percent will be considered as significant in this discussion.

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[1] By definition "high" educational aspiration refers to University level while "high" occupational aspiration refers to a level exceeding 45 points on the Haller scale.

[2] In the interests of readability most of the detailed data pertinent to this study has been relegated to the Appendix. A word of explanation is in order concerning the categories used in the appendices dealing with educational aspiration levels. It will be noted that the tables for boys contain three aspiration level categories, while tables for girls contain four categories. For both boys and girls, the category listed as "high" refers to those students aspiring to University level and the category rated "low" represents the group with no further educational aspirations. The "medium" level for boys included those boys aspiring to all other types of post-high school education (Teachers' College, technical, vocational, etc.). Because comparatively few boys aspired to Teachers' College, it was necessary to include this group in the same category as those aspiring to technical and vocational schools. A substantial proportion of girls, however, aspired to Teachers' College and nursing education, and this group was classified as "medium-high" in aspiration level. Those girls aspiring to other areas of post-high school study (commercial, trade or vocational) were rated as "medium-low".

Each table in the Appendix is accompanied by the following statistics: degrees of freedom (D/F), Chi Square (x^2), Coefficient of Contingency (C) and probability of significant association of factors (P).

With this explanatory background we shall proceed to a consideration of the collected data. Findings relating to the hypotheses under test are presented in the order in which the hypotheses were stated in Chapter II.

I HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS INCREASE WITH THE SIZE OF THE FAMILY'S COMMUNITY OF RESIDENCE.[3]

The data in Table I, show an interesting but inconsistent pattern when boys aspiring to High educational and occupational levels are related to size of community. Of the boys from the largest centers (over 2500 population) 71.3 percent aspired to University and 54.7 percent scored High in occupational aspiration. This compared with 51.4 and 35.8 percent respectively for boys residing on farms. It is noted that in towns of 500 and less, 60.2 and 45.1 percent of boys ranked High in educational and occupational aspirations as compared

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[3] This statement actually embraces four distinct hypotheses which relate the size of the family's community of residence to:

(a) the educational aspirations of high school boys
(b) the occupational aspirations of high school boys
(c) the educational aspirations of high school girls
(d) the occupational aspirations of high school girls

As a matter of convenience the data are presented and discussed as a group of closely related hypotheses. This approach will be followed throughout this chapter.

TABLE I

THE RELATIONSHIP OF SIZE OF COMMUNITY OF PARENTAL RESIDENCE UPON HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Size of Community of Parental Residence	Educational		Occupational	
	% Aspiring to University Level		% with High O.A.L.	
	Boys	Girls	Boys	Girls
More than 2500	71.3	53.0	54.7	55.3
501-2500	54.0	36.2	40.6	52.4
500 and less	60.2	29.0	45.1	37.9
Farm	51.4	26.8	35.8	42.6
Number of Cases	(563)	(308)	(426)	(393)
P.	.01	.01	.01	.01
Ref. Appendix C Table No.	1A	1B	1C	1D

with 54.0 and 40.6 percent respectively, in towns with populations of 501 to 2500.[4] Hence, boys from smaller towns registered slightly higher aspiration levels than did boys from larger rural centers. A possible explanation of this interesting deviation from the hypothesized relationship might be that high school boys in larger rural centers (501-2500) have a greater likelihood of finding a job locally than boys in smaller centers (500 and less). Hence some of the less motivated boys in the larger towns may feel that they can "get by" in life by anticipating a job their home town has to offer. However, this local job opportunity is not likely to exist for boys in smaller centers, and more of these boys may realize that their only hope for a reasonably secure livelihood lies in further education and ultimately in a higher level of employment than is available in the home town.

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[4] It is recognized that extreme caution should be exercised when interpreting tests where inversions appear like those in Table I. Although additional tests were not employed to determine whether or not these inversions represented a significant trend in the data, a tentative interpretation was nevertheless advanced.

This could account for the latter group's slightly higher educational as well as occupational aspiration levels. This suggested explanation could well be more thoroughly tested as a hypothesis of another study.

A relationship somewhat more consistent with the hypothesis was noted when the girls registering High educational and occupational aspirations were related to community size. The largest communities (over 2500) produced the largest proportion of High aspiring girls, whereas the farm environment produced the smallest proportion of girls aspiring to University. However, villages under 500 in population, contributed the smallest proportion of girls aspiring to High job levels. It was noted earlier that Haller's occupational aspiration scale had not been validated for girls. Hence, if the scale is not as applicable for girls as it is for boys, it may well be less reliable when applied to girls. It is therefore likely that the small difference noted in aspiration level between girls from towns of less than 500 and girls from farms may not be a real difference.

Nevertheless, when the Chi Square test was applied, the relationship between educational and occupational aspiration levels and size of community of parental residence was found to be significant for both boys and girls. Hence the hypotheses that the educational and occupational aspiration level of high school boys and girls increases with the size of family's community of residence can be accepted with some qualification with respect to boys in rural towns of less than 2500 population.

II HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS INCREASE WITH INCREASING SOCIO-ECONOMIC STATUS OF FAMILY OF ORIENTATION

The eleven point socio-economic class scale employed in this study was described on page 51. The six status categories noted in Table II were arbitrarily set as follows: Those scoring eleven points on the scale were given a status rank order of one; those scoring ten were ranked two, and so on down the line to a score of six. All those scoring six or less on the scale were given a status rank of six.

The data in Table II show a clear and consistent relationship between socio-economic status of family and High educational as well as High occupational aspiration levels of both boys and girls. In all cases the relationship was significant. Furthermore, the strength of the relationships exceeded the C value of .2 in all cases except for the occupational aspirations of boys, in which the C value was .1990.[5] (See Appendix C, Tables 2A to 2D).

Of boys from high social status families 75.0 percent aspired to University level as against 31.4 percent of boys from low status homes. The relationship for girls is no less striking, ranging from 68.1 percent from high, down to 14.8 percent from low status families. A similar consistent pattern is noted with respect to occupational

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[5] The statistic C symbolizes the "Coefficient of Contingency", which is frequently employed in studies of this nature as an approximation of the strength of a relationship of data in a contingency table. This statistic is fairly limited in its application. These limitations are outlined in Thomas C. McCormich, Elementary Social Statistics (New York: McGraw-Hill, 1941), pp. 203-208.

TABLE II

THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF FAMILY TO HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Socio-Economic Status Rank	Educational % Aspiring to University Level		Occupational % with High O.A.L.	
	Boys	Girls	Boys	Girls
1 (High)	75.0	68.1	60.5	66.7
2	69.8	47.8	50.5	50.5
3	63.8	37.2	49.0	48.9
4	55.1	31.8	39.8	44.9
5	53.8	21.9	38.0	42.1
6 (Low)	31.4	14.8	26.8	27.0
Number of Cases	(562)	(308)	(428)	(395)
P.	<.01	<.01	<.01	<.01
Ref. Appendix Table No.	2A	2B	2C	2D

aspirations for both boys and girls. (Tables 2A to 2D, also show that the converse relationship is no less consistent at low aspiration levels, with the highest proportion of low aspirers coming from low status homes, and the lowest proportion, from high status homes.)

On the basis of these data, we can accept the hypotheses that the educational and occupational aspiration levels of high school boys and girls increase with increasing socio-economic status of family of orientation.

The above mentioned findings are also in keeping with the discussions in Chapter III, in which the influence of social class structure on behavior patterns of youth (including aspiration level) were discussed as a theoretical basis for this study. The data presented in this Chapter will be more fully related to the theoretical model in the concluding chapter.

III HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS INCREASE AS THE OCCUPATIONAL STATUS OF FATHERS INCREASE

As indicated in Chapter III, Blishen's Occupational Class scale places Canadian occupations into seven status classes. The four categories referred to in Table III were obtained by grouping Blishen's Classes as follows: classes One and Two - high; classes Three and Four - medium-high; class Five - medium-low; classes Six and Seven - low. The medium-low class still remained much the largest as it included all the students whose fathers' occupation was farming.

TABLE III

THE RELATIONSHIP OF FATHERS' OCCUPATIONAL STATUS TO HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Father's Occupational Status Level	Educational		Occupational	
	% Aspiring to University Level		% with High O.A.L.	
	Boys	Girls	Boys	Girls
High	84.9	70.1	74.4	57.1
Medium High	74.3	54.3	58.2	61.2
Medium Low	55.1	32.1	39.9	46.7
Low	52.4	25.2	37.4	35.2
Number of Cases	(532)	(299)	(409)	(379)
P.	<.01	<.01	<.01	<.01
Ref. Appendix Table No.	3A	3B	3C	3D

Inasmuch as occupational status and socio-economic status are closely related concepts one would expect them to relate similarly to a common variable, such as educational and occupational aspirations of youth. The strong and consistent association between high occupational status of father and high educational and occupational aspirations of youth is shown in Table III. This is shown to apply to boys as well as to girls. All of the relationships were found to be significant. Only in the case of the occupational aspirations of girls was the relationship with the occupational status of father not a consistent one. Of girls with fathers of High and Medium-High occupational status, 57.1 and 61.2 percent respectively, had high occupational aspirations. In all other cases the percent of boys and girls in the High aspiration category declined consistently with each decline in the occupational status rank of fathers. Of the boys and girls with fathers of High job status 84.9 and 70.1 percent, respectively, aspired to University, as compared with 52.4 and 25.2 percent respectively, when the fathers of boys and girls occupied Low status jobs. (The statistical data shown following Tables 3A to 3D also indicate that the C values exceeded .2 in all tables except Table 3D, which concerns the occupational aspiration level of girls, in which the C value was .18403.)

On the basis of the data presented we can accept the hypotheses that the educational and occupational aspiration level of high school boys and girls increase as the occupational status of fathers increase.

IV HYPOTHESES: (A) THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS INCREASES ALONG WITH THE LEVEL OF FATHERS' EDUCATIONAL ACHIEVEMENT.

V HYPOTHESES: (B) THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS INCREASES ALONG WITH THE LEVEL OF MOTHERS' EDUCATIONAL ACHIEVEMENT.

The above two sets of hypotheses are considered within the same discussion to facilitate a comparison between the level of fathers' and mothers' educational experience upon the aspiration levels of youth.

Tables IV and V clearly show the strong influence of parental education upon the aspiration levels of youth. Proportions of boys and girls in both High aspiration categories gradually declined as levels of fathers' and mothers' education declined. Of boys and girls with fathers educated beyond high school, 78.6 and 68.3 percent respectively, aspired to University. This compared with 40.4 and 21.4 percent of boys and girls whose fathers had grade four or less education. A similar decline in percent of High aspiring boys and girls was noted when mothers' education declined from post-high school to less than grade five. In like manner the occupational aspirations of both sexes declined along with parental education level, although somewhat less consistently.

A study of the data reveals the strong influence of parents with high school experience on the occupational aspirations of both boys and girls. Virtually no differences are noted in the percent of High Occupational Aspirers among children whose parents failed to enter high school. A similar pattern is noted, although to a lesser degree, when mothers' education is related to the educational aspirations of youth.

TABLE IV

THE RELATIONSHIP OF FATHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Level of Fathers' Educational Achievement	Educational		Occupational	
	% Aspiring to University Level		% with High O.A.L.	
	Boys	Girls	Boys	Girls
Beyond High School	78.6	68.3	69.3	59.4
High School Graduate	69.4	49.0	52.6	62.0
Some High School	64.6	36.1	50.9	45.8
Grades 5 - 8	53.1	27.4	33.9	43.5
Grade 4 and less	40.4	21.4	33.0	43.5
Number of Cases	(552)	(304)	(421)	(391)
P.	$<.01$	$<.01$	$<.01$	$<.01$
Ref. Appendix Table No.	4A	4B	4C	4D

TABLE V

THE RELATIONSHIP OF MOTHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Level of Mothers' Educational Achievement	Educational		Occupational	
	% Aspiring to University Level		% with High O.A.L.	
	Boys	Girls	Boys	Girls
Beyond High School	83.9	68.7	73.4	56.0
High School Graduate	72.7	50.2	54.5	53.7
Some High School	62.5	34.8	44.9	50.2
Grades 5 — 8	44.7	24.1	32.3	38.7
Grade 4 and less	42.9	19.1	32.6	36.4
Number of Cases	(555)	(308)	(422)	(395)
P.	$<.01$	$<.01$	$<.01$	$<.05$
Ref. Appendix Table No.	5A	5B	5C	5D

The percentage differences of youth aspiring to High educational levels were but slight between the two elementary school categories of mothers' education. Beyond this level, however, each increment in mothers' education produced a sizeable increase in high aspiring youth.

The most consistent pattern was noted when the five educational categories of fathers' education were related to percent boys and girls with High educational aspirations. Each increment in fathers' education resulted in a substantial increase of percent High aspiring youth.

The data accompanying Tables 4A to 4D and 5A to 5C clearly indicate the strong and highly significant relationships between High aspiration levels and parental education. Of the seven significant relationships represented by these tables only Table 4D, which relates fathers' education to the O.A.L. of girls,[6] had a C value of less than .2. The relationship between mothers' education and the O.A.L. of girls failed to reach the one percent level of confidence, and hence cannot be considered significant.

It may be worthy of note that the C values for the association between mothers' education and the E.A.L. of boys and girls as well as the O.A.L. of girls, was higher in all cases than the C values relating fathers' education to these factors. However, no firm conclusions should be drawn from this observation as the C statistic does not readily lend itself to this kind of comparison.

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[6] O.A.L. and E.A.L. are abbreviations for occupational aspiration level and educational aspiration level, respectively.

On the basis of data presented the following groups of hypotheses can be accepted: (a) the educational and occupational aspiration levels of high school boys and girls increase along with the level of fathers' educational achievement (b) the educational and occupational aspiration levels of high school boys, and the educational aspiration levels of high school girls increase along with the level of mothers' educational achievement. The single hypothesis that was not supported and which must be rejected was that the occupational aspiration levels of high school girls increase along with the level of mothers' educational achievement.

VI HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS INCREASE WITH INCREASING STRENGTH OF FATHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION.

VII HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS INCREASE WITH INCREASING STRENGTH OF MOTHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION.

Because of the close relationship between these two groups of hypotheses their supporting data will also be considered within the same discussion.

The forced choice questions relating to the above hypotheses were worded as follows: Concerning my education, my father (mother) has:

(1) strongly encouraged me to continue

(2) given me some encouragement to continue

(3) encouraged me to work after graduating from high school

(4) encouraged me to quit high school and work

(5) never said much about it

In analysing the data those respondents checking number one were recorded as having received "strong" parental encouragement for post-high school education. But because of comparatively few responses in each of the other four categories, these four were grouped under the one encouragement category, "some to none".

The data in Tables VI and VII shows the positive relationship between parental encouragement for post-high school education and the proportions of boys and girls in the High aspiring categories. The converse relationship is noted for the low aspiring students (Appendix C, Tables 6A to 6D and 7A to 7D) where the largest proportions consistently rated strength of parental encouragement as "some to none".

All of the tests referred to in Tables VI and VII yielded significant Chi Square values. The C values ranged from a low of .1169 for the influence of mother's encouragement on the E.A.L. of boys to a high of .20362 where mother's encouragement was related to the O.A.L. of girls. In general, then, a significant but weak relationship was found between the strength of the students perceptions of parental encouragement for post-high school education, and the students aspiration levels. Hence, the hypotheses, VI and VII were supported by the data and can be accepted.

A closer study of Tables VI and VII suggests that the perceived strength of fathers' encouragement may have been somewhat more closely related to aspiration levels of children than was that of mothers' encouragement. When considering boys and girls aspiring to University,

TABLE VI

THE RELATIONSHIP OF STRENGTH OF FATHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION UPON HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Strength of Father's Encouragement	Educational		Occupational	
	% Aspiring to University Level		% with High O.A.L.	
	Boys	Girls	Boys	Girls
Strong	65.7	43.3	61.5	53.6
Some to none	50.0	26.5	33.8	38.7
Number of Cases	(550)	(302)	(420)	(388)
P.	$<.01$	$<.01$	$<.01$	$<.01$
Ref. Appendix Table No.	6A	6B	6C	6D

TABLE VII

THE RELATIONSHIP OF STRENGTH OF MOTHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION UPON HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Strength of Mother's Encouragement	Educational		Occupational	
	% Aspiring to University Level		% with High O.A.L.	
	Boys	Girls	Boys	Girls
Strong	63.2	40.2	48.0	42.9
Some to none	50.2	27.4	35.6	33.8
Number of Cases	(560)	(308)	(427)	(395)
P.	$<.01$	$<.01$	$<.01$	$<.01$
Ref. Appendix Table No.	7A	7B	7C	7D

and boys in the High O.A.L. category, the differences in percentage of High aspirers between those who indicated they received Strong encouragement and those indicating Some to None, is notably greater for fathers than for mothers. For instance, in Tables VI and VII, these differences for boys aspiring to University are 15.7 percent for fathers' encouragement (65.7 - 50.0) and 13.0 percent for mothers' encouragement. In the case of girls the influence of a Strong fathers' encouragement resulted in a 16.8 percent increase in High aspiring girls (43.3 - 26.5) as compared with a 12.4 percent increase as a result of Strong encouragement from mothers. An even stronger indication of the superior effect of fathers' influence is noted in the case of the High O.A.L. boys. With Strong fathers' encouragement the proportion of High occupational aspirers increased 17.7 percent as compared with only a 12.4 percent difference between the two categories of mothers' encouragement. Only in the case of the O.A.L. of girls did Strong mothers' encouragement result in a higher percent increase over the Some to None category (18.1) than did that of Strong fathers' encouragement (14.9).

VIII HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS ARE MORE LIKELY TO BE HIGHER IN A NORMAL THAN IN A BROKEN HOME SITUATION

The definition of a "broken home" situation, as it applies to this study, can best be inferred from the forced choice question that was asked:

I make my regular home with:

1. my own parents
2. one parent only
3. step-parents
4. grandparents
5. other relatives
6. independently
7. other (specify)

In analysing the data, all respondents who indicated making their regular home with both parents were designated as having a "normal" home situation. All other categories (numbers 2 to 7) were combined into what was called a "broken" home situation. (As can be seen from Appendix C, Tables 8A to 8D the total number of respondents in the Broken home category still amounted to only about 9 to 12 percent of the number in Normal home environments.)

It is apparent from Table VIII that the home situation, as defined in this study, is not an indicator of the aspiration levels of high school students. Especially was this found to pertain to girls, in which case no real differences were noted in the proportions of High aspirers coming from Normal as compared with Broken homes. Similarly, the home situation appeared to have no effect on the O.A.L. of boys.

A different picture emerged concerning home situation and the educational aspirations of boys. From Table VIII it is noted that the proportion of boys from Broken homes aspiring to University was 15.1 percent greater than was the proportion from Normal home environments. (An analysis of Table 8A indicated a probability of less than one percent that this difference occurred by chance. However, the weakness of the relationship is indicated by the low C value of .1381).

On the basis of these findings the hypotheses relating higher educational and occupational aspirations of high school youth to a normal as opposed to a broken home situation must be rejected.

TABLE VIII

THE RELATIONSHIP OF NORMAL AS COMPARED WITH BROKEN HOME SITUATIONS TO HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Home Situation	Educational		Occupational	
	% Aspiring to University Level		% with High O.A.L.	
	Boys	Girls	Boys	Girls
Normal	59.9	36.3	44.7	47.5
Broken	75.0	32.9	44.2	45.3
Number of Cases	(565)	(309)	(429)	(395)
P.	<.01	N.S.	N.S.	N.S.
Ref. Appendix Table No.	8A	8B	8C	8D

IX HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS WILL VARY WITH ETHNIC BACKGROUND OF FAMILY

The areas from which the sample of respondents were drawn were rich in their ethnic diversity. However, the practical requirements of minimum cell frequencies in contingency tables necessitated a severe limitation on the number of ethnic groups that could be individually compared. Only the following ethnic groups could be compared: British, German, Icelandic, Ukrainian and Russian and French and other. It was particularly unfortunate that our sample contained an insufficient number of French-Canadian respondents to enable a distinct category of this group.

Table IX indicates that aspiration level differences among students of different ethnic backgrounds were not significant.

TABLE IX

THE RELATIONSHIP OF ETHNIC BACKGROUND TO HIGH EDUCATION AND OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS AND GIRLS

Ethnic Background	Educational % Aspiring to University Level		Occupational % with High O.A.L.	
	Boys	Girls	Boys	Girls
British	62.3	37.9	47.4	48.3
German	62.8	26.1	37.6	40.3
Icelandic	71.6	30.0	51.4	50.0
Ukrainian & Russian	50.0	32.6	39.1	43.9
French & Other	57.4	36.4	39.5	48.2
Number of Cases	(557)	(304)	(421)	(388)
P.	N.S.	N.S.	N.S.	N.S.
Ref. Appendix Table No.	9A	9B	9C	9D

However, ethnic differences did relate to the E.A.L. of boys at the five percent confidence level. The ethnic groups listed in order of the percent boys aspiring to University (High E.A.L.) are as follows: Icelandic (71.1 percent), German, British, French and other, Ukrainian and Russian (50.0 percent). Although we do not attribute significance to these differences, they do suggest that further study in this area would be warranted.

These data then suggest that the hypotheses that educational and occupational aspiration levels of high school boys and girls vary with ethnic background must be rejected.

A few general trends detected in the data in Table IX are worthy of note. The percent of High aspirers among boys and girls of British background was consistently high when compared with most other ethnic groups. However, somewhat of an anomaly is noted among the youth of German background. While the percent of German boys in the High E. A. L. was second highest, the German youth ranked lowest in the other three categories (E. A. L. of girls and O. A. L. of girls and boys). Similarly inconsistent were the aspiration patterns of Icelandic youth. While Icelandic boys ranked highest in percent of High E. A. L. and O. A. L., the Icelandic girls ranked highest in percent of High O. A. L. but lowest in percentage of High educational aspirers. Fairly consistent, however, was the comparatively low level of aspiration among high school youth of Ukrainian and Russian origin.

X HYPOTHESES: THE EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS WILL VARY WITH RELIGIOUS BACKGROUND OF FAMILY

The wide spectrum of ethnic groups represented in the sample reflected in a similar number of religions. Five distinct religious backgrounds were represented in numbers sufficient to be compared. These were Anglican, Ukrainian Catholic and Greek Orthodox, Lutheran, Roman Catholic and United Church. The miscellaneous group labled "other" included 12. 3 percent of the sample adhering to religious groups such as Mennonite, Baptist and some of the smaller sects. The number of respondents in any of these "other" religious groups was considered too small to constitute a separate category. This group was excluded from the statistical analysis.

Statistical analyses of relationships noted in Appendix C, Tables 10A to 10D, indicated a significant but weak association between religious background and the E.A.L. and O.A.L. of boys. Only in the case of the educational aspirations did the C value exceed .2. Inasmuch as the E.A.L. of girls related to religious background at the five percent level of confidence, further investigation in this area would be warranted.

TABLE X

THE RELATIONSHIP OF RELIGIOUS AFFILIATION TO HIGH EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS OF HIGH SCHOOL BOYS AND GIRLS

Religious Affiliation	Educational % Aspiring to University Level		Occupational % with High O.A.L.	
	Boys	Girls	Boys	Girls
Anglican	66.9	35.7	50.9	53.9
Ukrainian Catholic & Greek Orthodox	45.7	35.1	30.5	45.1
Lutheran	69.9	27.1	44.9	39.5
Roman Catholic	42.4	25.9	35.2	43.0
United Church	65.5	41.1	48.6	46.6
Other	53.6	39.1	42.8	49.5
Number of Cases	(562)	(309)	(425)	(468)
P.	$< .01$	N.S.	$< .01$	N.S.
Ref. Appendix Table No.	10A	10B	10C	10D

The data in Table X revealed that when youth from various religious backgrounds were examined as to their respective rank orders of percent High aspirers, certain patterns emerged. Anglican boys ranked highest in O.A.L. and tied with Lutheran boys for highest E.A.L. Anglican girls also ranked highest in O.A.L. but only placed third in E.A.L.

United Church youth likewise evidenced a generally high level of aspiration, with boys in second place in both categories and girls ranking first and third in E. A. L. and O. A. L. respectively. The aspiration ranking of Lutheran youth closely corresponded with that of the Icelandic group as discussed in the previous section, clearly reflecting their convergence. The Lutheran boys tied for highest rank in E. A. L. and placed third in O. A. L. whereas the girls ranked fifth and sixth respectively. Consistently maintaining the lower rank orders of both aspiration categories, were the boys and girls of Roman Catholic, Ukrainian Catholic and Greek Orthodox families.

In summary, then, the data support the hypotheses that, of boys affiliated with the five church categories listed in Table X, the educational and occupational aspiration levels of high school boys vary with the religious background of family. The two related hypotheses concerning girls were not supported by the data and must be rejected.

Although we have viewed the data presented in this Chapter around ten "groups" of hypotheses, it should be noted that in fact forty individual hypotheses have been tested. The hypotheses related two dependent variables to ten independent variables with a control for sex maintained throughout.

A summary as to the disposition of these forty hypotheses appears in Table XI. The statistical data of the forty relationships are summarized in Appendix C, Tables 11 and 12.

TABLE XI

SUMMARY OF FINDINGS OF FOURTY INDIVIDUAL HYPOTHESES TESTED

Independant Variables	Dependant Variables			
	Educational Aspiration Level		Occupational Aspiration Level	
	Boys	Girls	Boys	Girls
Size of Community	Accepted	Accepted	Accepted	Accepted
Socio-Economic Status of Family	Accepted	Accepted	Accepted	Accepted
Fathers' Occupational Status	Accepted	Accepted	Accepted	Accepted
Fathers' Educational Level	Accepted	Accepted	Accepted	Accepted
Mothers' Educational Level	Accepted	Accepted	Accepted	Rejected
Strength of Fathers' Encouragement	Accepted	Accepted	Accepted	Accepted
Strength of Mothers' Encouragement	Accepted	Accepted	Accepted	Accepted
Normal vs. Broken Home	Rejected	Rejected	Rejected	Rejected
Ethnic Background	Rejected	Rejected	Rejected	Rejected
Religious Background	Accepted	Rejected	Accepted	Rejected

A Further Consideration of the Data

(a) Testing the Theoretical Model: In Chapter III the model of social stratification and its influence upon childhood socialization experiences was advanced as relating most closely to the general hypothesis of this study.[7] A careful consideration of the implications of such a model for this particular study revealed that the model rested on two significant assumptions. These assumptions are (i) that all or most of the family factors (independent variables) are closely related to social class. (ii) that within the same social class particular family factors would influence the socialization of children in the same general direction. Hence, within the same social class family factors would fail to relate significantly to differences in the aspiration levels of children.

These implications were considered as being too far-reaching to be acceptable as unverified assumptions. Hence, they were formulated as hypotheses, and put to empirical test.

In testing these hypotheses it was necessary to eliminate the sex control and to consider high school boys and girls as a single population.

Hypothesis (i): All or most of the family factors under study are closely related to social class. This hypothesis was tested by regarding socio-economic status as equivalent to social class and then by relating socio-economic status (dependent variable) to each of the nine remaining family factors (independent variables). The results appear in Appendix C, Tables 13 to 20[8]. A statistical summary of these tables appears in Table XII. It is noted that all of the family factors under study, except that of normal vs. broken home situation, relate closely to the socio-economic status of the family; that is, the probability of such an association occurring by chance is less than the critical one percent confidence level.

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[7] It will be recalled that the general hypothesis stated that "the educational and occupational aspirations of youth are influenced by selected aspects of the family situation." P. 32.

TABLE XII

THE STATISTICAL SUMMARY FOR THE ASSOCIATION BETWEEN THE LEVEL OF SOCIO-ECONOMIC STATUS OF HIGH SCHOOL STUDENTS AND SELECTED FAMILY FACTORS

Socio-Economic Status by -	D/F	X^2	C	P	Appendix C Table No.
Size of Community	4	394.76	.42228	$<.01$	13
Fathers' Occupational Status	6	208.66	.32866	$<.01$	14
Fathers' Educational Level	6	268.33	.36062	$<.01$	15
Mothers' Educational Level	6	304.28	.37954	$<.01$	16
Strength of Fathers' Encouragement	2	58.12	.17811	$<.01$	17
Strength of Mothers' Encouragement	2	27.36	.12183	$<.01$	18
Normal vs. Broken Home Situation	2	4.03	.04696	N.S.	-
Ethnic Background	6	63.37	.20705	$<.01$	19
Religious Background	8	70.26	.20492	$<.01$	20

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[8] Only statistically significant relationships among factors appear as Tables in Appendix C.

The strength of these associations, as indicated by C values, are also noteworthy. When considering the data pertaining to the main hypotheses, a C value of .2 or more was viewed as reflecting a fairly strong association of factors. Of the significant associations in Table XII, one C value exceeded .4, three others exceeded .3 and only two were less than .2. Hence, the data strongly support the acceptance of hypothesis (i) that all or most of the family factors are closely related to social class.

Hypothesis (ii): Within the same social class, family factors would fail to relate significantly to differences in the aspiration levels of children.

To test this hypothesis the total sample of high school respondents was grouped into three socio-economic classes, namely, high, medium and low. Classes one and two in the six point socio-economic status scale employed in this study were considered as High, classes three and four as Medium, and classes five and six as Low. Analysis was continued on only the High and Low socio-economic categories. For each of these categories the educational and occupational aspiration levels of youth was related to the nine family factors. The findings are summarized in Tables XIII and XIV.

When maintaining the one percent confidence levels of significance, it is noted that for the Low status group none of the family factors related significantly to either the educational or occupational aspiration levels of youth (see Tables XIII and XIV). However, this conclusion did not apply as generally to the High status group. Still relating significantly to educational aspirations in this group were the following

TABLE XIII

STATISTICAL SUMMARY FOR THE ASSOCIATIONS BETWEEN THE EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL STUDENTS OF HIGH AND OF LOW SOCIO-ECONOMIC STATUS AND SELECTED FAMILY FACTORS

Educational Aspiration by	High Socio-Economic Status				Low Socio-Economic Status			
	D/F	X^2	C	P	D/F	X^2	C	P
Size of Community	6	26.28	.22056	$<.01$	6	12.33	.15534	N.S.
Father's Occupational Status	3	21.63	.20646	$<.01$	1	4.45	.09731	$<.05$
Father's Educational Achievement	9	37.34	.26119	$<.01$	3	3.23	.08151	N.S.
Mother's Educational Achievement	9	38.11	.26322	$<.01$	3	8.70	.13187	$<.05$
Strength of Father's Encouragement	3	8.94	.13168	$<.05$	3	3.52	.08536	N.S.
Strength of Mother's Encouragement	3	4.24	.09063	N.S.	3	1.87	.06151	N.S.
Normal vs. Broken Home Situation	3	1.10	.04629	N.S.	3	.58	.03429	N.S.
Ethnic Background	3	.27	.02570	N.S.	9	4.99	.11684	N.S.
Religious Background	4	1.35	.05415	N.S.	12	9.63	.14943	N.S.

TABLE XIV

STATISTICAL SUMMARY FOR THE ASSOCIATIONS BETWEEN THE OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL STUDENTS OF HIGH AND OF LOW SOCIO-ECONOMIC STATUS AND SELECTED FAMILY FACTORS

Occupational Aspiration Level by	High Socio-Economic Status D/F	X^2	C	P	Low Socio-Economic Status D/F	X^2	C	P
Size of Community	6	8.82	.12952	N.S.	4	1.00	.04445	N.S.
Father's Occupational Status	9	32.94	.25003	$<.01$	2	2.94	.25003	N.S.
Father's Educational Achievement	9	25.40	.21721	$<.01$	3	1.85	.06127	N.S.
Mother's Educational Achievement	9	20.78	.19694	$<.05$	3	4.72	.09680	N.S.
Strength of Father's Encouragement	3	6.70	.11413	N.S.	3	2.78	.07542	N.S.
Strength of Mother's Encouragement	3	5.42	.10204	N.S.	3	4.16	.09084	N.S.
Normal vs. Broken Home Situation	3	1.64	.05626	N.S.	2	1.52	.05480	N.S.
Ethnic Background	9	8.61	.14291	N.S.	6	11.35	.17347	N.S.
Religious Background	4	45.14	.32100	$<.01$	8	6.60	.12346	N.S.

family factors: size of community, fathers' and mothers' educational level and fathers' occupational status. Relating significantly to occupational aspirations there remained religious background, fathers' educational level and fathers' occupational status. (Tables 21 to 27 in Appendix C quantify these associations).

Hence, hypothesis (ii) can be accepted only as it applies to youth of Low socio-economic status, namely, that within the Low social class, family factors fail to relate significantly to differences in the aspiration levels of children. Since seven of the eighteen relationships in Tables XIII and XIV involving High class youth remained significant, there is insufficient evidence to either categorically reject or accept hypothesis (ii) when applied to High social class. The final disposition of this hypothesis must await further study.

This finding suggests that in High class families it is possible that cultural items other than those relating to class position, are operative in determining the aspiration levels of a sizable portion of high school-aged youth. In a large Wisconsin high school sample, Sewell also found a relationship between educational aspirations and community of residence to persist in a high S.E.S. control group but not in the low S.E.S. group.[9] Sewell does not attempt an explanation. This observation presents another area in which additional research is needed.

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[9] William H. Sewell, Community of Residence and College Plans, *American Sociological Review* 29 (1964), 24-38.

(b) Controlling for Measured Intelligence: Many studies have shown a positive relationship to exist between social class and measured intelligence. This means that the higher the social class, the higher the percentage of high I.Q.'s.[10] Such a positive relationship was also observed in this study (See Appendix C, Table 29). Of the youth in the highest S.E.S. category (group 1) 35.3 percent had I.Q.'s of above 120 as compared with only 6.3 percent in the lowest category (group 6). Conversely, in the lowest S.E.S. group, 21.6 percent had I.Q.'s of 90 and under, as compared with only 2.6 percent in the highest S.E.S. group. The relationship was significant and had a C value of .26614 (See Table XV).

For an interpretation of this relationship and others referred to above, we quote from Frank E. Jones' The Social Bases of Education:[11]

> Although a correlation between social class and intelligence, as measured by Standard I.Q. Tests, is established, the interpretation of the relationship as signifying higher intelligence among the higher social classes has been questioned. These critics have argued that I.Q. tests currently in use place greatest emphasis on verbal ability and ability to deal with abstractions as the main characteristics of intelligence and that individuals from higher social class backgrounds have an advantage, as a consequence of their social experience, over individuals from lower class backgrounds. In brief, these critics argue that I.Q. tests are class-biased and that the correlation reveals this bias. The argument

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[10] See, for example, A.B. Hollingshead, Elmtown's Youth, (New York: John Wiley and Sons, Inc., 1949), p. 175: W.W. Charters, Jr., "Social Class and Intelligence Tests" in W.W. Charters and N.L. Gage (eds.) Readings in the Social Psychology of Education (Boston: Allyn and Bacon, 1963), p. 12-21; John E. Robbins, "The Home and Family Background of Ottawa Public School Children in Relation to their I.Q.'s," Canadian Journal of Psychology, 2:1, 1948. Reprinted in B.R. Blishen, F.E. Jones, K.D. Naegle and J. Porter, Canadian Society, Toronto and New York: MacMillan of Canada and the Free Press of Glencoe, (1961).

[11] Op. cit., p. 18.

> has yet to be resolved but the controversy between those who favour and those who are critical of standard intelligence tests has certainly indicated that the general concept of intelligence, and certainly overall intelligence scores, must be used with extreme caution. It is safer to concentrate on the specific abilities or capabilities tested. Given this restriction, it can certainly be said that verbal and other abilities measured by standard I.Q. tests are differentially distributed by social class and that individuals drawn from the higher social classes perform better than those drawn from the lower social classes. Since I.Q. test results are frequently used as a basis for decisions concerning the scholastic careers of individuals, such differences cannot be ignored.

Notwithstanding the unresolved controversy surrounding the precise meaning of I.Q., this measurement of intelligence is nevertheless in general use in our educational system. Hence, because of the widespread employment of I.Q. data and because this study has very immediate educational and "success" implications, the I.Q. factor was selected as the basis for a further control analysis. Furthermore, the positive correlation generally found between I.Q. and social class also places such an analysis within the framework of this model.

The general hypothesis being tested is that among children of similar I.Q., variations in family factors will not influence educational and occupational aspiration levels. Two specific hypotheses will be tested: (i) All or most of the family factors under study are closely related to the I.Q. level of children. (ii) Among children within the same I.Q. category, the family factors under study would fail to relate significantly to differences in aspiration levels.

(i) All or most of the family factors under study (independent variables) are closely related to the I.Q. level of children (dependent variable).

In testing this hypothesis the boys and girls were again grouped. The I.Q. of students was then taken as the dependent variable and related to the ten family factors (independent variables). A summary of the statistical findings appears in Table XV. Data for all of the significant associations appear in Appendix C, Tables 28 to 34.

TABLE XV

STATISTICAL SUMMARY FOR THE ASSOCIATION BETWEEN I.Q. OF HIGH SCHOOL STUDENTS AND SELECTED FAMILY FACTORS

I.Q. by	D/F	X^2	C	P	Appendix Table No.
Size of Community	9	115.19	.26855	$<.01$	28
Socio-Economic Status of Family	15	112.90	.26614	$<.01$	29
Fathers' Occupational Status	9	93.63	.24979	$<.01$	30
Fathers' Educational Achievement	12	106.16	.26019	$<.01$	31
Mothers' Educational Achievement	12	150.68	.30472	$<.01$	32
Strength of Fathers' Encouragement	3	7.81	.07324	$<.05$	—
Strength of Mothers' Encouragement	3	5.05	.05838	N.S.	—
Normal vs. Broken Home Situation	3	5.60	.06131	N.S.	—
Ethnic Background	9	42.31	.18878	$<.01$	33
Religious Background	12	69.56	.22358	$<.01$	34

Of the ten family factors it is noted that seven were significantly related to I.Q. Strength of fathers' educational encouragement related to I.Q. at only the five percent confidence level while strength of mothers' encouragement and normal vs. broken home situation fell short of the five percent level. Parental encouragement and home situation, then, do not appear to vary according to the I.Q. of children. Of the significantly related factors, the C values ranged from a low of .18878 for ethnic background to a high of .30472 for mothers' educational level. Hence, on the basis of seven out of ten family factors relating significantly to I.Q., the hypothesis that all or most of the family factors under study are closely related to the I.Q. level of children can be accepted.

(ii) Within the same I.Q. category, the family factors under study would fail to relate significantly to differences in aspiration levels.

This hypothesis was tested on a high and a low I.Q. category. Through lack of foresight actual I.Q.'s were not recorded for individual students. Only the scale category was checked within which each I.Q. fell. To add to this deficiency the scale categories were poorly selected for a control analysis. These categories were 90 and under, 91-110, 111-120, over 120. In selecting a high and a low I.Q. level for this analysis there was no alternative but to utilize the 190 students in the 90 and under group as the Low I.Q. control and the 250 students in the over 120 group as the High I.Q. control. The obvious problem with both groups is the exceedingly small sample in those categories.

This placed a heavy strain on Chi square analysis in that many original categories required grouping into larger units to provide adequate cell frequencies in contingency tables. This excessive grouping is reflected in the low number of degrees of freedom indicated in Tables XVI and XVII. Furthermore this limitation rendered comparison with the S.E.S. control invalid because of the much larger proportion of the total sample represented in both high and low S.E.S. controls.

Notwithstanding the above limitations, the "less than 90" I.Q. group was accepted as the Low I.Q. control and the over 120 group as the High I.Q. control. For both samples, the educational and occupational aspiration levels of students were again related to each of the ten family factors under study. A statistical summary of findings is recorded in Tables XVI and XVII. It is noted that the influence of mothers' encouragement for continuing education on the O.A.L. of High I.Q. youth was the only significant relationship within both I.Q. controls.[12] All of the other 35 analyses reported in Tables XVI and XVII did not attain the one percent confidence level. On this basis we are prepared to accept the general hypothesis that within the same I.Q. category, the family factors under study would fail to relate significantly to differences in aspiration levels.

In accepting the general hypothesis there remains however, some uncertainty with respect to the influence of parental educational

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[12] See Appendix C, Table 35.

TABLE XVI

STATISTICAL SUMMARY FOR THE ASSOCIATION BETWEEN THE EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL STUDENTS WITH HIGH AND WITH LOW I.Q. AND SELECTED FAMILY FACTORS

Educational Aspiration Level by -	High I.Q. D/F	High I.Q. X^2	High I.Q. C	High I.Q. P	Low I.Q. D/F	Low I.Q. X^2	Low I.Q. C	Low I.Q. P
Size of Community	2	.59	.04865	N.S.	6	4.13	.14777	N.S.
Socio-Economic Status of Family	2	2.67	.10303	N.S.	-	-	-	-
Fathers' Occupational Status	1	1.43	.07751	N.S.	1	2.36	.11614	N.S.
Fathers' Educational Achievement	1	.82	.05740	N.S.	3	1.44	.08887	N.S.
Mothers' Educational Achievement	1	1.72	.08310	N.S.	3	5.46	.17029	N.S.
Strength of Fathers' Encouragement	3	9.84	.19693	$<.05$	3	1.61	.10946	N.S.
Strength of Mothers' Encouragement	1	6.48	.15066	$<.05$	3	7.36	.19615	N.S.
Normal vs. Broken Home Situation	1	.66	.05164	N.S.	1	.28	.03894	N.S.
Ethnic Background	-	-	-	-	-	-	-	-
Religious Background	-	-	-	-	4	4.21	.15698	N.S.

TABLE XVII

STATISTICAL SUMMARY FOR THE ASSOCIATION BETWEEN THE OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL STUDENTS WITH HIGH AND WITH LOW I.Q. AND SELECTED FAMILY FACTORS

Occupational Aspiration	High I.Q.				Low I.Q.			
Level by -	D/F	X^2	C	P	D/F	X^2	C	P
Size of Community	6	4.45	.13208	N.S.	4	1,40	.08724	N.S.
Socio-Economic Status of Family	6	13.25	.22399	<.05	4	8.42	.21036	N.S.
Fathers' Occupational Status	3	.74	.05556	N.S.	4	4.74	.16392	N.S.
Fathers' Educational Achievement	3	1.72	.08261	N.S.	2	.91	.07130	N.S.
Mothers' Educational Achievement	3	3.50	.11754	N.S.	2	2,61	.11937	N.S.
Strength of Fathers' Encouragement	3	10.24	.19996	<.05	2	.20	.03426	N.S.
Strength of Mothers' Encouragement	3	17.50	.25582	<.01	2	.32	.04190	N.S.
Normal vs. Broken Home Situation	1	.12	.02258	N.S.	2	.07	.02022	N.S.
Ethnic Background	3	.59	.05547	N.S.	6	2.00	.12059	N.S.
Religious Background	4	4.57	.14271	N.S.	8	4.41	.16046	N.S.

encouragement on the aspiration levels of High I.Q. children. Table XVI indicates that for the High I.Q. youth both E.A.L. and O.A.L. related at the five percent level to strength of both fathers' and mothers' encouragement. This observation could suggest that children with I.Q.'s of over 120 respond more quickly in raising their aspiration levels in response to parental encouragement for post-high school education than do children with I.Q.'s of less than 90. Further study in this area could conceivably produce fruitful results.

CHAPTER VI

DISCUSSION AND CONCLUSIONS

In the review of literature it was indicated that the relationships between aspiration levels of youth and family factors had already been extensively researched in the United States. Because of the possibility of cultural differences existing between United States and Canadian Society, the generalization of United States findings to Canada was felt to be unwarranted until empirical findings proved differently. Consequently, the justification for this study rested largely on the need to test the validity of related United States generalizations in a Canadian setting. The above, indeed, might have been stated as a general hypothesis underlying this entire study. Discussion of the findings of this thesis will then proceed against this background.

Two significant findings of this study, when taken togehter, appear to suggest that results from United States research into the aspirations of youth, may be generalized to certain segments of Canadian Society.

This highly tentative conclusion rests on the findings that: (a) aspiration levels did not vary significantly with the various ethnic backgrounds of Manitoba youth and (b) most other family factors under study related significantly to aspiration levels in the same manner as has been reported in the United States. Finding (a), then, suggests that different ethnic groups in Manitoba socialize their children similarly with respect to the value and attitudinal components of aspiration levels. This would suggest a degree of cultural homogeneity among the sample that is usually associated with the United States cultural "melting pot" philosophy. Finding (b) implies that the dominant values and attitudes relating to the aspiration levels of the sample of Manitoba youth under study were essentially similar, in given familial settings, to the values and attitudes held by comparable youth in many areas of the United States.

These two implications arising from the data of this study, when taken together, would appear to warrant a cautious generalization of related United States studies to certain regions of Canada. A more careful consideration of the data, however, suggests that extreme caution be exercised in any generalizations of this kind, as too many relevant questions still remain unanswered.

Some of these unanswered questions which suggest areas for further research, are outlined:

1. A need for a more intensive study of the influence of ethnic background on aspiration levels of youth arises from this study. It will be recalled that the E.A.L. of boys related to ethnic background at the five percent confidence level and that other interesting aspects appeared within two of the ethnic groups. For example, the E.A.L. was highest for Icelandic boys and lowest for German boys, while the Icelandic

girls registered the lowest E.A.L. and the German girls the highest. A study of the differences in socialization between Icelandic and German family settings that might account for these aspiration differences between boys and girls could provide valuable insights.

Furthermore, a deficiency in the sample used for this study was the under-representation of French Canadian Youth. There were insufficient French Canadians to permit a distinct ethnic category, although the French comprised the largest number of the "French and Other" category. This deficiency seriously limits the generalization of the findings from this study to areas of Canada where French Canadians occupy an important place. Hence, the influence of family situation on the aspirations of French Canadian Youth presents an additional area for further research.

2. Considering the fact that boys from different religious backgrounds varied significantly in their aspiration levels, some other areas for further study come to mind. It is well known that particular religious affiliations are closely associated with people of particular ethnic ancestry. For example, most of the Icelandic people in the sample areas are known to be Lutheran, most of the people of Ukrainian background are either Ukrainian Catholic or Greek Orthodox while most French Canadians are Roman Catholic. A study comparing the value patterns and socialization systems of ethnic groups comprised of only those who still claim to adhere to, and practice the religion historically associated with their culture, could conceivably result

in highly significant ethnic differences. In such a sample the ethnic identities would serve to be reinforced by the traditional religious beliefs. This appears to present another hypothesis worthy of refinement and testing.

3. Also requiring a follow-up study is the whole area of the occupational aspiration levels of girls. In a society where an increasing proportion of girls are employed in a larger number of jobs of a wide status range and for a longer proportion of their lives than ever before, the matter of occupational aspirations becomes increasingly important. In the relationships between family factors and aspiration levels it was noted that the rank order of the E.A.L. and O.A.L. for boys was usually identical, or almost so, while the E.A.L. of girls usually corresponded with that of boys. However, the O.A.L. of girls deviated, in several instances, from the E.A.L. of girls and from the relationships noted for the boys. Until Haller's O.A.L. scale has been validated for girls as thoroughly as it has for boys, researchers will be uncertain as to the interpretations to be placed upon the above mentioned O.A.L. differences between boys and girls. The unresolved question is, do educational and occupational aspiration levels of girls not relate to each other as closely and in the same manner as they do for boys? Perhaps the E.A.L. and O.A.L. of girls are more independent of each other than is the case for boys, but until an O.A.L. scale for girls has been thoroughly validated this question will go unanswered.

4. Another area requiring further research came to light in the analysis in which socio-economic status differences were minimized. The data indicated that the S.E.S. of the family of orientation failed to account for a large portion of the aspiration differences among the High S.E.S. students. In the Low S.E.S. group no significant differences in aspiration level were found to relate to family factors. A similar finding had been reported by Sewell. Hence, detailed comparison of socialization practices in High and Low S.E.S. families, and the effects of these differences on the aspiration levels of youth, is suggested as an additional follow-up study.

In conclusion, the general hypothesis, that levels of educational and occupational aspirations (dependent variables) of youth are influenced by selected aspects of the family situation (independent variables), can, in general, be accepted. Findings as to the forty individual hypotheses were summarized on page 78.

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APPENDIX

APPENDIX A

- 1 -

No.________________

NAME____
(Please Print)

SCHOOL________________________ DIVISION NO.______

GRADE_________________________ DATE____________

PART I

DIRECTIONS

1. Please read each item carefully and answer to the best of your knowledge.
2. Please be sure to answer EACH question unless other directions are provided.
3. Reply to each question by marking the appropriate box with a check. Select only ONE response to each question unless the directions with the question specify otherwise.
4. If you do not understand any item, please have the person giving you this form explain it to you.

1. Age at last birthday:

( ) 1. sixteen
( ) 2. seventeen
( ) 3. eighteen
( ) 4. nineteen
( ) 5. twenty
( ) 6. over twenty

2. Sex: ( ) 1. male ( ) 2. female

3. My ethnic background, that is, the country from which my father or his male ancestor came to North America, is:

( ) 1. England
( ) 2. Ireland
( ) 3. Scotland
( ) 4. France
( ) 5. Germany
( ) 6. Iceland
( ) 7. Russia
( ) 8. Ukraine
( ) 9. other (SPECIFY) ________________

4. The religion into which I was born is:

( ) 1. Anglican
( ) 2. Ukranian Catholic
( ) 3. Greek Orthodox
( ) 4. Jewish
( ) 5. Lutheran
( ) 6. Mennonite
( ) 7. Roman Catholic
( ) 8. Unitarian
( ) 9. United Church of Canada
( ) 10. other (SPECIFY) ______________
____
( ) 11. None

5. As to actively practicing a religion: ( ) I. I do ( ) 2. I do not.

6. I make my regular home with:

( ) 1. my own parents
( ) 2. one parent only
( ) 3. step-parents
( ) 4. grandparents
( ) 5. other relatives
( ) 6. independently
( ) 7. other (SPECIFY) ____________
____

7. I live:

( ) 1. on a farm

( ) 2. in open country but not on a farm

( ) 3. in village under 100 population

( ) 4. in village of 100 to 500 population

( ) 5. in village of 500 to 1500 population

( ) 6. in town of 1500 to 2500 population

( ) 7. in town of 2500 to 10,000 population

( ) 8. in city of over 10,000 population

8. I have had a driver's licence since:

( ) 1. grade nine

( ) 2. grade ten

( ) 3. grade eleven

( ) 4. grade twelve

( ) 5. never driven a car

9. About car use:

( ) 1. I own a car

( ) 2. I regularly use parents' car

( ) 3. I sometimes use parents' car

( ) 4. I have no access to a car

( ) 5. other (SPECIFY) ____

10. I have repeated a complete grade (check more than one if applicable):

( ) 1. never

( ) 2. in primary school (grades 1 to 3)

( ) 3. in secondary school (grades 4 to 6)

( ) 4. in junior high school (grades 7 to 8)

( ) 5. in high school (grades 9 to 12)

11. The number of schools I attended during grades 1 to 8 was:

( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five

12. The number of schools I attended during grades 9 to 12 was:

( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five

13. The distance I live from school is:

( ) 1. under one mile
( ) 2. one to three miles
( ) 3. four to ten miles
( ) 4. eleven to twenty miles
( ) 5. more than twenty miles

14. To reach school daily I generally:

( ) 1. walk
( ) 2. take a school bus
( ) 3. bicycle
( ) 4. have regular car rides
( ) 5. other (SPECIFY) ____________
____

15. At school, my three favorite courses, in ORDER OF PREFERENCE, are:

____
____
____

16. At school, the three courses I dislike most, IN ORDER, are:

____
____
____

17. I take part REGULARLY in the following extra-curricular activities (check more than one if applicable):

( ) 1. student government

( ) 2. school paper

( ) 3. sports

( ) 4. 4-H club

( ) 5. other (SPECIFY) ______________
____
____

( ) 6. None

18. Compared with most others in my class, my LEADERSHIP ability is:

( ) 1. greater than average

( ) 2. average

( ) 3. less than average

19. As to working outside of school:
(check more than one if applicable)

( ) 1. I sometimes work at home

( ) 2. I have regular work duties at home

( ) 3. I sometimes work away from home

( ) 4. I regularly work away from home

( ) 5. I have no work duties except school

20. As to summer employment for which I am paid:

( ) 1. I work full-time every summer

( ) 2. I work part-time every summer

( ) 3. I work some summers

( ) 4. I have never been employed during summers

21. Most of my friends now:

( ) 1. are also attending high school

( ) 2. have graduated from high school

( ) 3. have quit school

22. My BEST FRIEND is now:

( ) 1. attending high school

( ) 2. attending technical-vocational school

( ) 3. attending university

( ) 4. graduate of high school and working full-time

( ) 5. graduate of high school and working part-time

( ) 6. quit high school and working full-time

( ) 7. quit high school and working part-time

( ) 8. graduate of high school but out of work

( ) 9. quit high school but out of work

23. My best friend's present occupation is: (e.g. student, mechanic)

____

24. After high school, my plans for education are:
(check more than one if applicable)

( ) 1. University (specify course ________________________)

( ) 2. Technical-vocational school (specify course ________________)

( ) 3. Teachers College

( ) 4. Business College

( ) 5. Nurses Training

( ) 6. other (SPECIFY) ____________________________________

( ) 7. no further education

25. Now, suppose I were free to choose, my plans for education would be:
(check more than one if applicable)

( ) 1. University (specify course ________________________)
( ) 2. Technical-vocational school (specify course __________________)
( ) 3. Teachers College
( ) 4. Business College
( ) 5. Nurses Training
( ) 6. other (SPECIFY) ______________________________________
( ) 7. no further education

26. In regard to my choice of occupation:

( ) 1. I have given it much thought

( ) 2. I have given it some thought

( ) 3. I have given it little thought

( ) 4. I have given it no thought

27. I expect my lifetime occupation will be: ______________________________

____

28. Concerning my education, my teachers at school generally have:

( ) 1. strongly encouraged me to continue

( ) 2. given me some encouragement to continue

( ) 3. encouraged me to work after graduating from high school

( ) 4. encouraged me to quit high school and work

( ) 5. never said much about it

29. Concerning my education, my father has:

( ) 1. strongly encouraged me to continue

( ) 2. given me some encouragement to continue

( ) 3. encouraged me to work after graduating from high school

( ) 4. encouragedme to quit high school and work

( ) 5. never said much about it

30. Concerning my education, my mother has:

( ) 1. strongly encouraged me to continue

( ) 2. given me some encouragement to continue

( ) 3. encouraged me to work after graduating from high school

( ) 4. encouraged me to quit high school and work

( ) 5. never said much about it

31. My father's education was:

( ) 1. less than grade 5
( ) 2. grades 5 to 8
( ) 3. some high school
( ) 4. graduate of high school
( ) 5. some university
( ) 6. graduate of university
( ) 7. postgrad university studies

32. My mother's education was:

( ) 1. less than grade 5
( ) 2. grades 5 to 8
( ) 3. some high school
( ) 4. graduate of high school
( ) 5. some university
( ) 6. graduate of university
( ) 7. postgrad university studies

33. My father's job is: ______________________________

34. I believe that my father's job is:

( ) 1. a very good job
( ) 2. a fairly good job
( ) 3. not a good job

35. The number of older brothers and sisters I have is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify)

____

36. The number of younger brothers and sisters I have is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify)
____

37. The number of my brothers and sisters who graduated from high school is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify)
____

38. The number of my brothers and sisters who quit high school before graduating is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify)

39. The number of my brothers and sisters who have attended or are now attending university is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify)
____

40. The number of my brothers and sisters who have attended or are now attending technical-vocational school is:

( ) 0. none

( ) 1. one

( ) 2. two

( ) 3. three

( ) 4. four

( ) 5. five

( ) 6. above five (specify) ____________

41. The number of my older brothers and sisters who have attended or are now attending other educational institutions. (SPECIFY which Institutions) ____________

____

( ) 0. none

( ) 1. one

( ) 2. two

( ) 3. three

( ) 4. four

( ) 5. five

( ) 6. above five (specify) ____________

42. The number of my brothers and sisters who are living at home with my parents is:

( ) 0. none

( ) 1. one

( ) 2. two

( ) 3. three

( ) 4. four

( ) 5. five

( ) 6. above five (specify) ____________

43. The total number of persons who live at my parents' home, including my parents, is: (SPECIFY) ____________

44. My parents' home is:

( ) 1. owned by them

( ) 2. rented by them

45. Not including basements, bathrooms, porches, closets, and halls, the number of rooms in my parents' house is:

( ) 1. three
( ) 2. four
( ) 3. five
( ) 4. six
________________ ( ) 5. above six (specify)

46. The construction of my parents' house is:

( ) 1. brick
( ) 2. stucco
( ) 3. painted frame
( ) 4. unpainted frame
________________ ( ) 5. other (specify)

47. The kind of refrigerator my parents' have is:

( ) 1. gas
( ) 2. electric
( ) 3. ice
( ) 4. none

48. My parents have running water in their house:

( ) 1. yes
( ) 2. no

49. My parents take a daily newspaper:

( ) 1. yes
( ) 2. no

50. My parents have a power washing machine:

( ) 1. yes
( ) 2. no

51. My parents have a record player:

( ) 1. yes
( ) 2. no

52. My parents have a television:

( ) 1. yes
( ) 2. no

53. My parents have a telephone:

( ) 1. yes
( ) 2. no

54. My parents have a car (other than a truck):

( ) 1. yes, one
( ) 2. yes, two
( ) 3. no, none

55. (IF parents own a car)

The model, that is, the year of the car is:

( ) 1. 1962-1964
( ) 2. 1959-1961
( ) 3. 1956-1958
( ) 4. 1953-1955
( ) 5. before 1953

56. (IF parents own other motor vehicles, such as a pickup truck)

SPECIFY ______________________________

57. In my opinion, the three most common reasons for quitting high school before graduation are:

1. ______________________________

2. ______________________________

3. ______________________________

STOP

PLEASE DO NOT
BEGIN PART II
UNTIL YOU ARE
TOLD TO DO SO.

No. ________________

NAME ______________________________________
(Please Print)

SCHOOL ________________________ DIVISION NO.____

GRADE ________________________ DATE__________

PART II

INSTRUCTIONS

1. Be sure to write your name and today's date in the spaces above.
2. This set of eight questions concerns jobs.
3. Read EACH QUESTION carefully. They are not always the same.
4. YOU ARE TO CHECK ONE JOB IN EACH QUESTION. MAKE SURE IT IS THE BEST ANSWER YOU CAN GIVE TO THE QUESTION.
5. Answer every question. Do not omit any.
6. If you do not know what one of the jobs is, just ignore it.
7. On the next page there are two practice questions which we shall now try.

(Turn to page 2)

SCORE ________

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To the teacher: Practice questions A and B are to be read aloud.

Practice Question A. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your FORMAL EDUCATION IS OVER?

A.1 ____________Watchmaker

A.2 ____________Senator

A.3 ____________Public relations man

A.4 ____________Ditch digger

A.5 ____________News-stand operator

A.6 ____________Beautician

A.7 ____________Fireman

A.8 ____________Boxer

A.9 ____________Secretary

A.10 ____________Movie star

Practice Question B. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

B.1 ____________File Clerk

B.2 ____________Steeple jack

B.3 ____________Floor walker in a store

B.4 ____________Ambassador to a foreign country

B.5 ____________Grocery clerk

B.6 ____________Wrestler

B.7 ____________Nurse

B.8 ____________T.V. sports announcer

B.9 ____________Forest ranger

B.10 ____________Music teacher

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your FORMAL EDUCATION IS OVER?

1.1 ____________Welfare worker for a city government

1.2 ____________Member of Parliament

1.3 ____________Supreme Court Judge

1.4 ____________Sociologist

1.5 ____________Filling station attendant

1.6 ____________Night watchman

1.7 ____________Policeman

1.8 ____________Corporal in the Army

1.9 ____________Agricultural Representative

1.10 ____________Lawyer

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your FORMAL EDUCATION IS OVER?

2.1 ____________Singer in a night club

2.2 ____________Member of the board of directors of a large corporation

2.3 ____________Railroad conductor

2.4 ____________Railroad engineer

2.5 ____________Undertaker

2.6 ____________Physician (doctor)

2.7 ____________Clothes presser in a laundry

2.8 ____________Banker

2.9 ____________Accountant for a large business

2.10 ____________Machine operator in a factory

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your FORMAL EDUCATION IS OVER?

3.1 ____________ Dock worker

3.2 ____________ Owner-operator of a lunch stand

3.3 ____________ Public school teacher

3.4 ____________ Trained machinist

3.5 ____________ Scientist

3.6 ____________ Lumberjack

3.7 ____________ Playground director

3.8 ____________ Shoeshiner

3.9 ____________ Owner of a factory that employs about 100 people

3.10 ____________ Dentist

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your FORMAL EDUCATION IS OVER?

4.1 ____________ Restaurant waiter

4.2 ____________ Electrician

4.3 ____________ Truck driver

4.4 ____________ Chemist

4.5 ____________ Street sweeper

4.6 ____________ College professor

4.7 ____________ Local official of a labor union

4.8 ____________ Building contractor

4.9 ____________ Travelling salesman for a wholesale concern

4.10 ____________ Artist who paints pictures that are exhibited in galleries

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1 ___________Farm hand

5.2 ___________Mail carrier

5.3 ___________County Court Judge

5.4 ___________Biologist

5.5 ___________Barber

5.6 ___________Official of an international labor union

5.7 ___________Soda fountain clerk

5.8 ___________Reporter for a daily newspaper

5.9 ___________Provincial Premier

5.10 __________Nuclear physicist

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

6.1 ___________Janitor

6.2 ___________Head of a department in provincial government

6.3 ___________Cabinet member in the federal government

6.4 ___________Musician in a symphony orchestra

6.5 ___________Carpenter

6.6 ___________Clerk in a store

6.7 ___________Coal miner

6.8 ___________Psychologist

6.9 ___________Manager of a small store in a city

6.10 __________Radio announcer

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

7.1 ____________Mayor of a large city

7.2 ____________Milk route man

7.3 ____________Captain in the army

7.4 ____________Garbage collector

7.5 ____________Garage mechanic

7.6 ____________Insurance agent

7.7 ____________Architect

7.8 ____________Owner-operator of a printing shop

7.9 ____________Airline pilot

7.10 ____________Railroad section hand

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

8.1 ____________Civil engineer

8.2 ____________Author of novels

8.3 ____________Diplomat in the Canadian Foreign Service

8.4 ____________Taxi driver

8.5 ____________Newspaper columnist

8.6 ____________Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)

8.7 ____________Plumber

8.8 ____________Bookkeeper

8.9 ____________Streetcar motorman or city bus driver

8.10 ____________Minister or Priest

PLEASE GO BACK AND CHECK TO SEE THAT YOU HAVE ANSWERED EVERY QUESTION. IF YOU HAVE ANY ADDITIONAL COMMENTS TO MAKE YOU MAY USE THE SPACE PROVIDED BELOW.

THANK YOU FOR YOUR HELP.

APPENDIX B

SUMMARY OF SAMPLE DATA: JUNE, 1964, GRADE XI AND XII ENROLLMENT, QUESTIONNAIRES COMPLETED AND PERCENT COVERAGE BY AREA, SCHOOL DIVISION AND SCHOOL

SCHOOL	GRADE XI & XII ENROLLMENT (JUNE, 1964)	QUESTIONNAIRES COMPLETED	PERCENT COVERAGE
SUMMARY			
INTERLAKE	867	753	86.9
CENTRAL PLAINS	519	482	92.9
SUBURBAN	709	609	85.9
TOTAL	2095	1844	88.0
INTERLAKE			
(Division 20)			
St. Laurent	31	27	87.1
(Division 21)			
Stonewall	135	121	89.6
Teulon	106	96	90.6
Warren	60	52	86.7
(Division 22)			
Arborg	56	53	94.6
Gimli	174	125	71.8
Riverton	50	50	100.0
(Division 23)			
Ashern	38	33	86.8
Eriksdale	34	32	94.1
Fisher Branch	53	48	90.6
Inwood	25	24	96.0
Lundar	39	35	89.7
Moosehorn	35	31	88.6
Poplarfield	31	26	83.9
CENTRAL PLAINS			
(Division 30)			
Austin	50	43	86.0
Edrans	5	5	100.0
Gladstone	67	58	86.6
Langruth	28	27	96.4
MacGregor	61	57	93.4
Plumas	32	30	93.8
Westbourne	21	21	100.0
(Division 31)			
Arden	14	10	71.4
Brookdale	31	30	96.8
Carberry	65	60	92.3
Eden	26	26	100.0
Neepawa	119	115	96.6
(Division 6)			
Fort Garry	447	371	83.0
(Division 9)			
River East	262	238	90.8

APPENDIX C

TABLE 1A

THE RELATIONSHIP OF SIZE OF COMMUNITY OF PARENTAL RESIDENCE UPON EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	Size of Community								
	Farm		Less than 500		501 - 2500		2501 or more		Total
	No.	%	No.	%	No.	%	No.	%	
High	164	(51.4)	83	(60.2)	87	(54.0)	229	(71.3)	563
Medium	118	(37.0)	38	(27.5)	54	(33.6)	74	(23.1)	284
Low	37	(11.6)	17	(12.3)	20	(12.4)	18	(5.6)	92
Total	319	(100)	138	(100)	161	(100)	321	(100)	939

D/F = 6, $X^2 = 31.80$, $C = .1809$, $P < .01$

TABLE 1B

THE RELATIONSHIP OF SIZE OF COMMUNITY OF PARENTAL RESIDENCE UPON EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	Size of Community								
	Farm		Less than 500		501 - 2500		2501 or more		Total
	No.	%	No.	%	No.	%	No.	%	
High	98	(26.8)	38	(29.0)	38	(36.2)	134	(53.0)	308
Medium High	146	(39.9)	55	(42.0)	39	(37.2)	65	(25.7)	305
Medium Low	90	(24.6)	25	(19.1)	18	(17.1)	36	(14.2)	169
Low	32	(8.7)	13	(9.9)	10	(9.5)	18	(7.1)	73
Total	366	(100)	131	(100)	105	(100)	253	(100)	855

D/F = 9, $X^2 = 50.71$, $C = .23663$, $P < .01$

TABLE 1C

THE RELATIONSHIP OF SIZE OF COMMUNITY OF PARENTAL RESIDENCE UPON OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	Size of Community								Total
	Farm		Less than 500		501 - 2500		2501 or more		
	No.	%	No.	%	No.	%	No.	%	
56 - 72	38	(11.7)	16	(11.3)	27	(16.4)	69	(21.1)	150
46 - 55	78	(24.1)	48	(33.8)	40	(24.2)	110	(33.6)	276
36 - 45	102	(31.5)	45	(31.7)	54	(32.7)	91	(27.8)	292
0 - 35	106	(32.7)	33	(23.2)	44	(26.7)	57	(17.5)	240
Total	324	(100)	142	(100)	165	(100)	327	(100)	958

D/F = 9, $X^2 = 35.51$, C = .18906, $P < .01$

TABLE 1D

THE RELATIONSHIP OF SIZE OF COMMUNITY OF PARENTAL RESIDENCE UPON OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	Size of Community								Total
	Farm		Less than 500		501 - 2500		2501 or more		
	No.	%	No.	%	No.	%	No.	%	
56 - 72	16	(4.4)	11	(8.9)	8	(7.6)	25	(10.2)	60
46 - 55	140	(38.2)	36	(29.0)	47	(44.8)	110	(45.1)	333
36 - 45	139	(38.0)	49	(39.5)	38	(36.2)	83	(34.0)	309
0 - 35	71	(19.4)	28	(22.6)	12	(11.4)	26	(10.7)	137
Total	366	(100)	124	(100)	105	(100)	244	(100)	839

D/F = 9, $X^2 = 26.31$, C = .17439, $P < .01$

TABLE 2A

THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF FAMILY TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	Socio-Economic Status Score* 1		2		3		4		5		6		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
High	57	(75.0)	127	(69.8)	157	(63.8)	92	(55.1)	107	(53.8)	22	(31.4)	562
Medium	15	(19.7)	41	(22.5)	70	(28.5)	56	(33.5)	70	(35.2)	33	(47.2)	285
Low	4	(5.3)	14	(7.7)	19	(7.7)	19	(11.4)	22	(11.0)	15	(21.4)	93
Total	76	(100)	182	(100)	246	(100)	167	(100)	199	(100)	70	(100)	940

D/F = 10, $X^2 = 47.04$, C = .21830, $P < .01$

TABLE 2B

THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF FAMILY TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	Socio-Economic Status Score* 1		2		3		4		5		6		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
High	49	(68.1)	86	(47.8)	71	(37.2)	50	(31.8)	43	(21.9)	9	(14.8)	308
Medium High	13	(18.1)	59	(32.8)	64	(33.5)	60	(38.2)	84	(42.9)	26	(42.6)	306
Medium Low	6	(8.3)	26	(14.4)	39	(20.4)	32	(20.4)	47	(24.0)	19	(31.1)	169
Low	4	(5.5)	9	(5.0)	17	(8.9)	15	(9.6)	22	(11.2)	7	(11.5)	74
Total	72	(100)	180	(100)	191	(100)	157	(100)	196	(100)	61	(100)	857

D/F = 15, $X^2 = 76.68$, C = .28656, $P < .01$

* 1 represents the highest status and 6 represents the lowest.

TABLE 2C

THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF FAMILY TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	Socio-Economic Status Score*												Total
	1		2		3		4		5		6		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	15	(19.7)	41	(21.8)	46	(18.5)	22	(12.9)	22	(10.7)	5	(7.1)	151
46 - 55	31	(40.8)	54	(28.7)	76	(30.5)	46	(26.9)	56	(27.3)	14	(19.7)	277
36 - 45	20	(26.3)	55	(29.3)	72	(28.9)	60	(35.1)	61	(29.8)	24	(33.8)	292
0 - 35	10	(13.2)	38	(20.2)	55	(22.1)	43	(25.1)	66	(32.2)	28	(39.4)	240
Total	76	(100)	188	(100)	249	(100)	171	(100)	205	(100)	71	(100)	960

D/F = 15, $X^2 = 39.58$, C = .1990, P<.01

TABLE 2D

THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF FAMILY TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	Socio-Economic Status Score*												Total
	1		2		3		4		5		6		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	11	(14.7)	14	(8.1)	17	(9.3)	7	(4.5)	11	(5.7)	1	(1.6)	61
46 - 55	39	(52.0)	73	(42.4)	72	(39.6)	63	(40.4)	71	(36.4)	16	(25.4)	334
36 - 45	19	(25.3)	67	(39.0)	68	(37.4)	56	(35.9)	71	(36.4)	28	(44.4)	309
0 - 35	6	(8.0)	18	(10.5)	25	(13.7)	30	(19.2)	42	(21.5)	18	(28.6)	139
Total	75	(100)	172	(100)	182	(100)	156	(100)	195	(100)	63	(100)	843

D/F = 15, $X^2 = 108.65$, C = .22225, P<.01

* 1 represents the highest status and 6 represents the lowest.

TABLE 3A

THE RELATIONSHIP OF FATHER'S OCCUPATIONAL STATUS TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	FATHER'S OCCUPATIONAL STATUS								Total
	High		Med. High		Med. Low		Low		
	No.	%	No.	%	No.	%	No.	%	
High	73	(84.9)	84	(74.3)	287	(55.1)	88	(52.4)	532
Medium	11	(12.8)	23	(20.4)	173	(33.2)	59	(35.1)	266
Low	2	(2.3)	6	(5.3)	61	(11.7)	21	(12.5)	90
Total	86	(100)	113	(100)	521	(100)	168	(100)	888

D/F = 6, $X^2 = 41.73$, C = .2118, $P < .01$

TABLE 3B

THE RELATIONSHIP OF FATHER'S OCCUPATIONAL STATUS TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	FATHER'S OCCUPATIONAL STATUS								Total
	High		Med. High		Med. Low		Low		
	No.	%	No.	%	No.	%	No.	%	
High	54	(70.1)	38	(54.3)	178	(32.1)	29	(25.2)	299
Medium High	15	(19.5)	23	(32.9)	211	(38.0)	41	(35.7)	290
Medium Low	4	(5.2)	5	(7.1)	119	(21.4)	29	(25.2)	157
Low	4	(5.2)	4	(5.7)	47	(8.5)	16	(13.9)	71
Total	77	(100)	70	(100)	555	(100)	115	(100)	817

D/F = 9, $X^2 = 65.72$, C = .27286, $P < .01$

TABLE 3C

THE RELATIONSHIP OF FATHER'S OCCUPATIONAL STATUS TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	FATHER'S OCCUPATIONAL STATUS								
	High		Med. High		Med. Low		Low		Total
	No.	%	No.	%	No.	%	No.	%	
56 - 72	24	(26.6)	31	(26.9)	70	(13.2)	20	(11.7)	145
46 - 55	43	(47.8)	36	(31.3)	141	(26.7)	44	(25.7)	264
36 - 45	16	(17.8)	34	(29.6)	168	(31.7)	50	(29.2)	268
0 - 35	7	(7.8)	14	(12.2)	150	(28.4)	57	(33.4)	228
Total	90	(100)	115	((100)	529	(100)	171	(100)	905

D/F = 9, $X^2 = 62.47$, C = .25411, $P < .01$

TABLE 3D

THE RELATIONSHIP OF FATHER'S OCCUPATIONAL STATUS TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	FATHER'S OCCUPATIONAL STATUS								
	High		Med. High		Med. Low		Low		Total
	No.	%	No.	%	No.	%	No.	%	
56 - 72	5	(6.5)	10	(14.9)	36	(6.6)	7	(6.5)	58
46 - 55	39	(50.6)	31	(46.3)	220	(40.1)	31	(28.7)	321
36 - 45	27	(35.1)	23	(34.3)	201	(36.6)	42	(38.9)	293
0 - 35	6	(7.8)	3	(4.5)	92	(16.7)	28	(25.9)	129
Total	77	(100)	67	(100)	549	(100)	108	(100)	801

D/F = 9, $X^2 = 28.07$, C = .18403, $P < .01$

TABLE 4A

THE RELATIONSHIP OF FATHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	Educational Achievement of Father										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
High	38	(40.4)	189	(53.1)	175	(64.6)	84	(69.4)	66	(78.6)	552
Medium	40	(42.6)	125	(35.1)	77	(28.4)	27	(22.3)	12	(14.3)	281
Low	16	(17.0)	42	(11.8)	19	(7.0)	10	(8.3)	6	(7.1)	93
Total	94	(100)	356	(100)	271	(100)	121	(100)	84	(100)	926

$D/F = 8, X^2 = 43.02, C = .2107, P < .01$

TABLE 4B

THE RELATIONSHIP OF FATHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	Educational Achievement of Father										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
High	18	(21.4)	91	(27.4)	88	(36.1)	51	(49.0)	56	(68.3)	304
Medium High	34	(40.5)	134	(40.4)	88	(36.1)	32	(30.8)	17	(20.7)	305
Medium Low	20	(23.8)	78	(23.5)	48	(19.7)	13	(12.5)	4	(4.9)	163
Low	12	(14.3)	29	(8.7)	20	(8.1)	8	(7.7)	5	(6.1)	74
Total	84	(100)	332	(100)	244	(100)	104	(100)	82	(100)	846

$D/F = 12, X^2 = 67.91, C = .27259, P < .01$

TABLE 4C

THE RELATIONSHIP OF FATHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	Educational Achievement of Father										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	11	(11.3)	34	(9.4)	49	(17.7)	27	(21.8)	28	(31.8)	149
46 - 55	21	(21.7)	89	(24.5)	92	(33.2)	38	(30.6)	33	(37.5)	272
36 - 45	30	(30.9)	130	(35.8)	78	(28.2)	35	(28.2)	16	(18.2)	289
0 - 35	35	(36.1)	110	(30.3)	58	(20.9)	24	(19.4)	11	(12.5)	238
Total	97	(100)	363	(100)	277	(100)	124	(100)	88	(100)	949

D/F = 12, $X^2 = 65.15$, C = .24980, $P < .01$

TABLE 4D

THE RELATIONSHIP OF FATHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	Educational Achievement of Father										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	5	(6.0)	19	(5.8)	17	(7.1)	14	(14.0)	5	(5.9)	60
46 - 55	31	(37.3)	115	(35.3)	92	(38.7)	48	(48.0)	45	(53.5)	331
36 - 45	28	(33.7)	136	(41.7)	88	(37.0)	27	(27.0)	25	(29.9)	304
0 - 35	19	(23.0)	56	(17.2)	41	(17.2)	11	(11.0)	9	(10.7)	136
Total	83	(100)	326	(100)	238	(100)	100	(100)	84	(100)	831

D/F = 12, $X^2 = 27.08$, C = .17764, $P < .01$

TABLE 5A

THE RELATIONSHIP OF MOTHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	Educational Achievement of Mother										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
High	21	(42.9)	130	(44.7)	195	(62.5)	157	(72.7)	52	(83.9)	555
Medium	19	(38.8)	123	(42.3)	83	(26.6)	49	(22.7)	8	(12.9)	282
Low	9	(18.3)	38	(13.0)	34	(10.9)	10	(4.6)	2	(3.2)	93
Total	49	(100)	291	(100)	312	(100)	216	(100)	62	(100)	930

D/F = 8, X^2 = 68.03, C = .2610, P <.01

TABLE 5B

THE RELATIONSHIP OF MOTHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	Educational Achievement of Mother										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
High	9	(19.1)	67	(24.1)	98	(34.8)	101	(50.2)	33	(68.7)	308
Medium High	22	(46.8)	103	(37.1)	112	(39.7)	59	(29.4)	11	(22.9)	307
Medium Low	7	(14.9)	78	(28.0)	50	(17.7)	29	(14.4)	3	(6.3)	167
Low	9	(19.2)	30	(10.8)	22	(7.8)	12	(6.0)	1	(2.1)	74
Total	47	(100)	278	(100)	282	(100)	201	(100)	43	(100)	856

D/F = 12, X^2 = 78.02, C = .23901, P <.01

TABLE 5C

THE RELATIONSHIP OF MOTHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	Educational Achievement of Mother										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	4	(8.1)	23	(7.7)	56	(17.7)	46	(20.7)	19	(29.6)	148
46 - 55	12	(24.5)	73	(24.6)	86	(27.2)	75	(33.8)	28	(43.8)	274
36 - 45	17	(34.7)	92	(31.0)	104	(32.9)	66	(29.7)	11	(17.2)	290
0 - 35	16	(32.7)	109	(36.7)	70	(22.2)	35	(15.8)	6	(9.4)	236
Total	49	(100)	297	(100)	316	(100)	222	(100)	64	(100)	948

D/F = 12, $X^2 = 72.56$, C = .26665, P<.01

TABLE 5D

THE RELATIONSHIP OF MOTHERS' LEVEL OF EDUCATIONAL ACHIEVEMENT UPON OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	Educational Achievement of Mother										Total
	Grade 4 & less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	2	(4.6)	13	(4.9)	21	(7.5)	19	(9.5)	6	(12.0)	61
46 - 55	14	(31.8)	90	(33.8)	120	(42.7)	88	(44.2)	22	(44.0)	334
36 - 45	17	(38.6)	110	(41.4)	94	(33.4)	70	(35.2)	17	(34.0)	308
0 -35	11	(25.0)	53	(19.9)	46	(16.4)	22	(11.1)	5	(10.0)	137
Total	44	(100)	266	(100)	281	(100)	199	(100)	50	(100)	840

D/F = 12, $X^2=21.79$, C = .15903, P < .01

TABLE 6A

THE RELATIONSHIP OF STRENGTH OF FATHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	Strength of Fathers' Encouragement				Total
	Strong		Some - None		
	No.	%	No.	%	
High	377	(65.7)	173	(50.0)	550
Medium	148	(25.8)	130	(37.6)	278
Low	49	(8.5)	43	(12.4)	92
Total	574	(100)	346	(100)	920

D/F = 2, $X^2 = 22.07$, C = .15307, $P < .01$

TABLE 6B

THE RELATIONSHIP OF STRENGTH OF FATHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	Strength of Fathers' Encouragement				Total
	Strong		Some - None		
	No.	%	No.	%	
High	208	(43.3)	94	(26.5)	302
Medium High	161	(33.5)	139	(39.2)	300
Medium Low	81	(16.9)	79	(22.2)	160
Low	30	(6.3)	43	(12.0)	73
Total	480	(100)	355	(100)	835

D/F = 3, $X^2 = 28.92$, C = .18296, $P < .01$

TABLE 6C

THE RELATIONSHIP OF STRENGTH OF FATHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	Strength of Fathers' Encouragement				Total
	Strong		Some - None		
	No.	%	No.	%	
56 - 72	117	(20.0)	33	(9.4)	150
46 - 55	184	(31.5)	86	(24.4)	270
36 - 45	164	(28.0)	119	(33.8)	283
0 - 35	120	(20.5)	114	(32.4)	234
Total	585	(100)	352	(100)	937

D/F = 3, $X^2 = 34.08$, C = .1873, $P < .01$

TABLE 6D

THE RELATIONSHIP OF STRENGTH OF FATHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	Strength of Fathers' Encouragement				Total
	Strong		Some - None		
	No.	%	No.	%	
56 - 72	43	(9.0)	77	(22.6)	135
46 - 55	213	(44.6)	132	(38.7)	296
36 - 45	164	(34.3)	116	(34.0)	329
0 - 35	58	(12.1)	16	(4.7)	59
Total	478	(100)	341	(100)	819

D/F = 3, $X^2 = 24.86$, C = .17166, $P < .01$

TABLE 7A

THE RELATIONSHIP OF STRENGTH OF MOTHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	Strength of Mothers' Encouragement				
	Strong		Some - None		Total
	No.	%	No.	%	
High	435	(63.2)	125	(50.2)	560
Medium	191	(27.8)	92	(36.9)	283
Low	62	(9.0)	32	(12.9)	94
Total	688	(100)	249	(100)	937

D/F = 2, X^2 = 12.98, C = .1169, P < .01

TABLE 7B

THE RELATIONSHIP OF STRENGTH OF MOTHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	Strength of Mothers' Encouragement				
	Strong		Some - None		Total
	No.	%	No.	%	
High	231	(40.2)	77	(27.4)	308
Medium High	207	(36.0)	99	(35.2)	306
Medium Low	100	(17.4)	68	(24.2)	168
Low	37	(6.4)	37	(13.2)	74
Total	575	(100)	281	(100)	856

D/F = 3, X^2 = 22.94, C = .16156, P<.01

TABLE 7C

THE RELATIONSHIP OF STRENGTH OF MOTHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	Strength of Mothers' Encouragement				Total
	Strong		Some - None		
	No.	%	No.	%	
56 - 72	120	(17.1)	30	(11.9)	150
46 - 55	217	(30.9)	60	(23.7)	277
36 - 45	207	(29.4)	86	(34.0)	293
0 - 35	159	(22.6)	77	(30.4)	236
Total	703	(100)	253	(100)	956

D/F = 3, $X^2 = 12.36$, C = .1130, $P < .01$

TABLE 7D

THE RELATIONSHIP OF STRENGTH OF MOTHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	Strength of Mothers' Encouragement				Total
	Strong		Some - None		
	No.	%	No.	%	
56 - 72	51	(9.0)	10	(3.7)	61
46 - 55	250	(43.9)	84	(31.1)	334
36 - 45	200	(35.1)	107	(39.6)	307
0 - 35	68	(12.0)	69	(25.6)	137
Total	569	(100)	270	(100)	839

D/F = 3, $X^2 = 36.29$, C = .20362, $P < .01$

TABLE 8A

THE RELATIONSHIP OF NORMAL AS COMPARED WITH BROKEN HOME SITUATIONS TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	HOME SITUATION				Total
	Normal		Broken		
	No.	%	No.	%	
High	505	(59.9)	60	(75.0)	565
Medium	257	(30.5)	7	(8.8)	264
Low	81	(9.6)	13	(16.2)	94
Total	843	(100)	80	(100)	923

D/F = 2, $X^2 = 17.95$, C = .1381, $P < .01$

TABLE 8B

THE RELATIONSHIP OF NORMAL AS COMPARED WITH BROKEN HOME SITUATIONS TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	HOME SITUATION				Total
	Normal		Broken		
	No.	%	No.	%	
High	285	(36.3)	24	(32.9)	309
Medium High	282	(35.9)	24	(32.9)	306
Medium Low	150	(19.1)	19	(26.0)	169
Low	68	(8.7)	6	(8.2)	74
Total	785	(100)	73	(100)	858

D/F = 3, $X^2 = 2.04$, C = .04875 N.S.

TABLE 8C

THE RELATIONSHIP OF NORMAL AS COMPARED WITH BROKEN HOME SITUATIONS TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	HOME SITUATION				Total
	Normal		Broken		
	No.	%	No.	%	
56 - 72	137	(16.0)	14	(13.4)	151
46 - 55	246	(28.7)	32	(30.8)	278
36 - 45	261	(30.4)	32	(30.8)	293
0 - 35	214	(24.9)	26	(25.0)	240
Total	858	(100)	104	(100)	962

D/F = 3, $X^2 = .51$, C = .0231 N.S.

TABLE 8D

THE RELATIONSHIP OF NORMAL AS COMPARED WITH BROKEN HOME SITUATIONS TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	HOME SITUATION				Total
	Normal		Broken		
	No.	%	No.	%	
56 - 72	57	(7.4)	4	(5.6)	61
46 - 55	309	(40.1)	25	(34.7)	334
36 - 45	283	(36.8)	25	(34.7)	308
0 - 35	121	(15.7)	18	(25.0)	139
Total	770	(100)	72	(100)	842

D/F = 3, $X^2 = 4.30$, C = .07135 N.S.

TABLE 9A

THE RELATIONSHIP OF ETHNIC BACKGROUND TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	ETHNIC BACKGROUND										Total
	British		German		Icelandic		Ukrainian		French & Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	
High	274	(62.3)	49	(62.8)	48	(71.6)	70	(50.0)	116	(57.4)	557
Medium	122	(27.7)	19	(24.3)	14	(20.9)	60	(42.5)	65	(32.2)	280
Low	44	(10.0)	10	(12.9)	5	(7.5)	11	(7.8)	21	(10.4)	91
Total	440	(100)	78	(100)	67	(100)	141	(100)	202	(100)	928

D/F = 8, $X^2 = 17.59$, C = .13639, $P < .05$

TABLE 9B

THE RELATIONSHIP OF ETHNIC BACKGROUND TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	ETHNIC BACKGROUND										Total
	British		German		Icelandic		Ukrainian		French & Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	
High	163	(37.9)	18	(26.1)	15	(30.0)	45	(32.6)	63	(36.4)	304
Medium High	145	(33.8)	28	(40.6)	21	(42.0)	47	(34.1)	60	(34.7)	301
Medium Low	90	(20.9)	18	(26.1)	11	(22.0)	29	(21.0)	36	(20.8)	184
Low	32	(7.4)	5	(7.2)	3	(6.0)	17	(12.3)	14	(8.1)	71
Total	430	(100)	69	(100)	50	(100)	138	(100)	173	(100)	860

D/F = 12, $X^2 = 9.08$, C = .10222, N.S.

TABLE 9C

THE RELATIONSHIP OF ETHNIC BACKGROUND TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	ETHNIC BACKGROUND										Total
	British		German		Icelandic		Ukrainian		French & Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	86	(19.0)	10	(12.8)	14	(20.0)	9	(6.3)	30	(14.6)	149
46 - 55	128	(28.4)	24	(30.8)	22	(31.4)	47	(32.8)	51	(24.9)	272
36 - 45	138	(30.6)	23	(29.5)	21	(30.0)	43	(30.1)	66	(32.2)	291
0 - 35	99	(22.0)	21	(26.9)	13	(18.6)	44	(30.8)	58	(28.3)	235
Total	451	(100)	78	(100)	70	(100)	143	(100)	205	(100)	947

D/F =12, X^2 = 20.88, C = .14689, N.S.

TABLE 9D

THE RELATIONSHIP OF ETHNIC BACKGROUND TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	ETHNIC BACKGROUND										Total
	British		German		Icelandic		Ukrainian		French & Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	31	(7.7)	5	(7.5)	7	(13.5)	6	(4.5)	12	(7.1)	61
46 - 55	165	(40.6)	22	(32.8)	19	(36.5)	52	(39.4)	69	(41.1)	327
36 - 45	142	(35.0)	31	(46.3)	18	(34.6)	54	(40.9)	57	(33.9)	302
0 - 35	68	(16.7)	9	(13.4)	8	(15.4)	20	(15.2)	30	(17.9)	135
Total	406	(100)	67	(100)	52	(100)	132	(100)	168	(100)	825

D/F = 12, X^2 = 9.00, C = .10392, N.S.

TABLE 10A

THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Educational Aspiration Level	Religious Background												Total
	Anglican		Ukr. Cath. & Gr. Orth.		Lutheran		Rom. Cath.		United Church		Other *		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
High	103	(66.9)	37	(45.7)	79	(69.9)	59	(42.4)	225	(65.6)	59	(53.6)	562
Medium	39	(25.3)	33	(40.7)	20	(17.7)	64	(46.0)	85	(24.8)	43	(39.1)	284
Low	12	(7.8)	11	(13.6)	14	(12.4)	16	(11.6)	33	(9.6)	8	(7.3)	94
Total	154	(100)	81	(100)	113	(100)	139	(100)	343	(100)	110	(100)	940

* These data not included in the X^2 test.

$D/F = 8, X^2 = 42.70, C = .2212, P < .01$

TABLE 10B

THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Educational Aspiration Level	Religious Background												Total
	Anglican		Ukr. Cath. & Gr. Orth.		Lutheran		Rom. Cath.		United Church		Other *		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
High	51	(35.7)	26	(35.1)	23	(27.1)	30	(25.9)	136	(41.1)	43	(39.1)	309
Medium High	51	(35.7)	27	(36.5)	33	(38.8)	50	(43.1)	112	(33.8)	34	(30.9)	307
Medium Low	22	(15.3)	13	(17.6)	24	(28.2)	25	(21.6)	63	(19.0)	22	(20.0)	169
Low	19	(13.3)	8	(10.8)	5	(5.9)	11	(9.4)	20	(6.1)	11	(10.0)	74
Total	143	(100)	74	(100)	85	(100)	116	(100)	331	(100)	110	(100)	859

* These data not included in the X^2 test.

$D/F = 12, X^2 = 22.35, C = .17024, P < .05$

TABLE 10C

THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL BOYS

Occupational Aspiration Score	Religious Background												Total
	Anglican		Ukr. Cath. & Gr. Orth.		Lutheran		Rom. Cath.		United Church		Other *		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	28	(17.8)	4	(4.9)	17	(14.4)	13	(9.1)	69	(19.8)	18	(16.4)	149
46 - 55	52	(33.1)	21	(25.6)	36	(30.5)	37	(26.1)	101	(28.8)	29	(26.4)	276
36 - 45	46	(29.3)	28	(34.1)	32	(27.1)	48	(33.8)	102	(29.1)	38	(34.5)	294
0 - 35	31	(19.7)	29	(35.4)	33	(28.0)	44	(31.0)	78	(22.3)	25	(22.7)	240
Total	157	(100)	82	(100)	118	(100)	142	(100)	350	(100)	110	(100)	959

* These data not included in the X^2 test.

D/F = 12, $X^2 = 26.29$, C = .1733, $P < .01$

TABLE 10D

THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL GIRLS

Occupational Aspiration Score	Religious Background												Total
	Anglican		Ukr. Cath. & Gr. Orth.		Lutheran		Rom. Cath.		United Church		Other *		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
56 - 72	13	(9.2)	4	(5.7)	9	(10.5)	6	(5.3)	25	(7.7)	4	(3.8)	61
46 - 55	63	(44.7)	28	(39.4)	25	(29.0)	43	(37.7)	127	(38.9)	48	(45.7)	334
36 - 45	43	(30.5)	28	(39.4)	38	(44.2)	40	(35.1)	122	(37.4)	38	(36.2)	309
0 - 35	22	(15.6)	11	(15.5)	14	(16.3)	25	(21.9)	52	(16.0)	15	(14.3)	139
Total	141	(100)	71	(100)	86	(100)	114	(100)	326	(100)	105	(100)	843

* These data not included in the X^2 test.

D/F = 12, $X^2 = 11.13$, C = .12193, N.S.

TABLE 11

CHI SQUARE (X^2) AND C VALUES FOR THE ASSOCIATION BETWEEN THE EDUCATIONAL ASPIRATION LEVEL OF BOYS AND GIRLS AND SELECTED FAMILY FACTORS

Educational Aspiration Level by -	BOYS				GIRLS			
	D/F	X^2	C	P	D/F	X^2	C	P
Ethnic Background	8	17.59	.13639	$<.05$	12	9.08	.10222	N.S.
Religious Background	8	42.70	.2212	$<.01$	12	22.35	.17024	$<.05$
Normal vs. Broken Home Situation	2	17.95	.1381	$<.01$	3	2.04	.04875	N.S.
Size of Community	6	31.80	.1809	$<.01$	9	50.71	.23663	$<.01$
Strength of Father's Encouragement	2	22.07	.15307	$<.01$	3	28.92	.18296	$<.01$
Strength of Mother's Encouragement	2	12.98	.1169	$<.01$	3	22.94	.16156	$<.01$
Father's Educational Level	8	43.02	.2107	$<.01$	12	67.91	.27259	$<.01$
Mother's Educational Level	8	68.03	.2610	$<.01$	12	78.02	.28901	$<.01$
Father's Occupational Status	6	41.73	.2118	$<.01$	9	65.72	.27286	$<.01$
Socio-Economic Status of Family	10	47.04	.21830	$<.01$	15	76.68	.28658	$<.01$

TABLE 12

CHI SQUARE (X^2) AND C VALUES FOR THE ASSOCIATION BETWEEN THE OCCUPATIONAL ASPIRATION LEVEL OF BOYS AND GIRLS AND SELECTED FAMILY FACTORS

Occupational Aspiration Level by -	BOYS				GIRLS			
	D/F	X^2	C	P	D/F	X^2	C	P
Ethnic Background	12	20.88	.14689	N.S.	12	9.00	.10392	N.S.
Religious Background	12	26.29	.1733	< .01	12	11.13	.12193	N.S.
Normal vs. Broken Home Situation	3	.51	.0231	N.S.	3	4.30	(.07135)	N.S.
Size of Community	9	35.51	.18906	< .01	9	26.31	.17439	<.01
Strength of Father's Encouragement	3	34.08	.1873	<.01	3	24.86	.17166	<.01
Strength of Mother's Encouragement	3	12.36	.1130	<.01	3	36.29	.20362	<.01
Father's Educational Level	12	65.15	.24980	<.01	12	27.08	.17764	<.01
Mother's Educational Level	12	72.56	.26665	<.01	12	21.79	.15903	<.05
Father's Occupational Level	9	62.47	.25411	<.01	9	28.07	.18403	<.01
Socio-Economic Status of Family	15	39.58	.1990	<.01	15	108.65	.22225	<.01

TABLE 13

THE RELATIONSHIP OF SIZE OF COMMUNITY OF RESIDENCE TO SOCIO-ECONOMIC STATUS (S.E.S.) OF HIGH SCHOOL YOUTH

	Size of Community of Residence						
S.E.S.	Farm		Less than 2500		2500 or more		Total
	No.	%	No.	%	No.	%	
High	84	(12.1)	139	(25.6)	296	(50.6)	519
Medium	257	(37.2)	250	(46.0)	258	(44.1)	765
Low	350	(50.7)	154	(28.4)	31	(5.3)	535
Total	691	(100)	543	(100)	585	(100)	1819

D/F = 4, $X^2 = 394.76$, C = .42228, P <.01

TABLE 14

THE RELATIONSHIP OF FATHER'S OCCUPATIONAL LEVEL TO SOCIO-ECONOMIC STATUS (S.E.S.) OF HIGH SCHOOL YOUTH

	Father's Occupational Status								
S.E.S.	High		Med. High		Med. Low		Low		Total
	No.	%	No.	%	No.	%	No.	%	
High	104	(62.0)	97	(52.4)	240	(22.1)	55	(19.4)	496
Medium	53	(31.5)	75	(40.6)	463	(42.6)	136	(48.1)	727
Low	11	(6.5)	13	(7.0)	384	(35.3)	92	(32.5)	500
Total	168	(100)	185	(100)	1087	(100)	283	(100)	1723

D/F = 6, $X^2 = 208.66$, C = .32866, P < .01

TABLE 15

THE RELATIONSHIP OF FATHER'S EDUCATIONAL LEVEL TO SOCIO-ECONOMIC STATUS (S.E.S.) OF HIGH SCHOOL YOUTH

	Level of Father's Educational Achievement								
	Grade 8 & Less		Some High School		Graduate High School		Beyond High School		
S.E.S.	No.	%	No.	%	No.	%	No.	%	Total
High	144	(16.4)	169	(32.7)	108	(47.6)	94	(54.3)	515
Medium	347	(39.5)	249	(48.2)	100	(44.0)	64	(37.0)	760
Low	387	(44.1)	99	(19.1)	19	(8.4)	15	(8.7)	520
Total	878	(100)	517	(100)	227	(100)	173	(100)	1795

D/F = 6, $X^2 = 268.33$, C = .36062, $P < .01$

TABLE 16

THE RELATIONSHIP OF MOTHER'S EDUCATIONAL LEVEL TO SOCIO-ECONOMIC STATUS (S.E.S.) OF HIGH SCHOOL YOUTH

	Level of Mother's Educational Achievement								
	Grade 8 & Less		Some High School		Graduate High School		Beyond High School		
S.E.S.	No.	%	No.	%	No.	%	No.	%	Total
High	83	(12.4)	175	(29.1)	204	(48.1)	54	(47.4)	516
Medium	255	(38.2)	285	(47.3)	172	(40.6)	52	(45.6)	764
Low	330	(49.4)	142	(23.6)	48	(11.3)	8	(7.0)	528
Total	668	(100)	602	(100)	424	(100)	114	(100)	1808

D/F = 6, $X^2 = 304.28$, C = .37954, $P < .01$

TABLE 17

THE RELATIONSHIP OF STRENGTH OF FATHER'S ENCOURAGEMENT FOR CONTINUING EDUCATION TO SOCIO-ECONOMIC STATUS (S.E.S.) OF HIGH SCHOOL YOUTH

S.E.S.	Strength of Father's Encouragement				Total
	Much		Some - None		
	No.	%	No.	%	
High	362	(34.0)	147	(20.7)	509
Medium	456	(42.8)	293	(41.3)	749
Low	247	(23.2)	269	(38.0)	516
Total	1065	(100)	709	(100)	1774

D/F = 2, $X^2 = 58.12$, C = .17811, $P < .01$

TABLE 18

THE RELATIONSHIP OF STRENGTH OF MOTHER'S ENCOURAGEMENT FOR CONTINUING EDUCATION TO SOCIO-ECONOMIC STATUS (S.E.S.) OF HIGH SCHOOL YOUTH

S.E.S.	Strength of Mother's Encouragement				Total
	Much		Some - None		
	No.	%	No.	%	
High	406	(31.7)	112	(20.9)	518
Medium	537	(42.0)	232	(43.3)	769
Low	337	(26.3)	192	(35.8)	529
Total	1280	(100)	536	(100)	1816

D/F = 2, $X^2 = 27.36$, C = .12183, $P < .01$

TABLE 19

THE RELATIONSHIP OF ETHNIC BACKGROUND TO SOCIO-ECONOMIC STATUS (S.E.S.) OF HIGH SCHOOL YOUTH

	Ethnic Background										
S.E.S.	British		German		Icelandic		Ukrain & Russian		French & Other		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
High	301	(34.9)	40	(27.2)	31	(25.4)	42	(14.8)	100	(26.6)	514
Medium	375	(43.5)	54	(36.7)	53	(43.5)	129	(45.4)	147	(39.1)	758
Low	186	(21.6)	53	(36.1)	38	(31.1)	113	(39.8)	129	(34.3)	519
Total	862	(100)	147	(100)	122	(100)	284	(100)	376	(100)	1791

D/F = 6, $X^2 = 63.37$, C = .20705, $P < .01$

TABLE 20

THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO SOCIO-ECONOMIC STATUS (S. E. S.) OF HIGH SCHOOL YOUTH

S. E. S.	Religious Background												Total
	Anglican		Ukr. Cath & Gr. Orth.		Lutheran		Rom. Cath.		United Church		Others *		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
High	107	(35.5)	23	(14.8)	59	(28.9)	48	(18.4)	229	(33.6)	55	(24.5)	521
Medium	125	(41.5)	62	(40.0)	81	(39.7)	113	(43.3)	304	(44.6)	86	(38.4)	771
Low	69	(23.0)	70	(45.2)	64	(31.4)	100	(38.3)	149	(21.8)	83	(37.1)	535
Total	301	(100)	155	(100)	204	(100)	261	(100)	682	(100)	224	(100)	1827

D/F = 8, $X^2 = 70.26$, C = .20492, $P < .01$

* These data not included in the X^2 test.

TABLE 21

THE RELATIONSHIP OF SIZE OF COMMUNITY OF RESIDENCE TO THE EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH OF HIGH SOCIO-ECONOMIC STATUS

Educational Aspiration Level	Size of Community						
	Farm		Less than 2500		2500 or more		Total
	No.	%	No.	%	No.	%	
High	45	(53.6)	69	(49.9)	207	(71.6)	321
Med. High	18	(21.4)	32	(22.6)	30	(10.4)	80
Med. Low	15	(17.9)	30	(20.3)	35	(12.1)	80
Low	6	(7.1)	10	(7.2)	17	(5.9)	33
Total	84	(100)	141	(100)	289	(100)	514

D/F = 6, $X^2 = 26.28$, C = .22056, $P < .01$

TABLE 22

THE RELATIONSHIP OF FATHERS' OCCUPATIONAL LEVEL TO THE EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH OF HIGH SOCIO-ECONOMIC STATUS

Educational Aspiration Level	Fathers' Occupational Status								
	High		Med. High		Med. Low		Low		Total
	No.	%	No.	%	No.	%	No.	%	
High	94	(91.3)	86	(87.8)	171	(71.8)	37	(67.3)	388
Low	9	(8.7)	12	(12.2)	67	(28.2)	18	(32.7)	106
Total	103	(100)	98	(100)	238	(100)	55	(100)	494

D/F = 3, $X^2 = 21.63$, C = .20646, $P < .01$

TABLE 23

THE RELATIONSHIP OF LEVEL OF FATHERS' EDUCATIONAL ACHIEVEMENT TO THE EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH OF HIGH SOCIO-ECONOMIC STATUS

Educational Aspiration Level	Level of Fathers' Educational Achievement								
	Grade 8 & less		Some High School		Graduate High School		Beyond High School		Total
	No.	%	No.	%	No.	%	No.	%	
High	65	(44.9)	105	(63.6)	72	(67.3)	75	(80.6)	317
Med. High	35	(24.1)	23	(13.9)	16	(15.0)	6	(6.5)	80
Med. Low	30	(20.7)	30	(18.3)	13	(12.1)	7	(7.5)	80
Low	15	(10.3)	7	(4.2)	6	(5.6)	5	(5.4)	33
	145	(100)	165	(100)	107	(100)	93	(100)	510

D/F = 9, $X^2 = 25.40$, C = .21721, $P < .01$

TABLE 24

THE RELATIONSHIP OF LEVEL OF MOTHERS' EDUCATIONAL ACHIEVEMENT TO THE EDUCATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH OF HIGH SOCIO-ECONOMIC STATUS

Educational Aspiration Level	Level of Mothers' Educational Achievement								
	Grade 8 & less		Some High School		Graduate High School		Beyond High School		Total
	No.	%	No.	%	No.	%	No.	%	
High	34	(40.5)	97	(56.4)	141	(70.2)	47	(85.5)	319
Med. High	20	(23.8)	33	(19.2)	25	(12.4)	2	(3.6)	80
Med. Low	21	(25.0)	30	(17.4)	25	(12.4)	4	(7.3)	80
Low	9	(10.7)	12	(7.0)	10	(5.0)	2	(3.6)	33
Total	84	(100)	172	(100)	201	(100)	55	(100)	512

D/F = 9, $X^2 = 38.11$, C = .26322, $P < .01$

TABLE 25

THE RELATIONSHIP OF FATHERS' OCCUPATIONAL STATUS TO THE OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH OF HIGH SOCIO-ECONOMIC STATUS

Occupational Aspiration Score	Fathers' Occupational Status								
	High		Med. High		Med. Low		Low		Total
	No.	%	No.	%	No.	%	No.	%	
56 - 72	19	(17.9)	22	(22.9)	32	(13.4)	8	(14.8)	81
46 - 55	53	(50.0)	43	(44.8)	88	(37.0)	10	(18.5)	194
36 - 45	27	(25.5)	24	(25.0)	75	(31.5)	22	(40.8)	148
0 - 35	7	(6.6)	7	(7.3)	43	(18.1)	14	(25.9)	71
Total	106	(100)	96	(100)	238	(100)	54	(100)	494

D/F = 9, $X^2 = 32.94$, C = .25003, $P < .01$

TABLE 26

THE RELATIONSHIP OF FATHERS' EDUCATIONAL ACHIEVEMENT TO THE OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH OF HIGH SOCIO-ECONOMIC STATUS

Occupational Aspiration Score	Level of Fathers' Educational Achievement								
	Grade 8 & less		Some High School		Graduate High School		Beyond High School		Total
	No.	%	No.	%	No.	%	No.	%	
56 - 72	16	(11.1)	28	(17.1)	21	(19.4)	16	(16.5)	81
46 - 55	41	(28.5)	60	(36.6)	50	(46.3)	46	(47.5)	197
36 - 45	56	(38.9)	55	(33.5)	27	(25.0)	27	(27.8)	165
0 - 35	31	(21.5)	21	(12.8)	10	(9.3)	8	(8.2)	70
Total	144	(100)	164	(100)	108	(100)	97	(100)	513

D/F = 9, $X^2 = 25.40$, C = .21721, $P < .01$

TABLE 27

THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO THE OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH OF HIGH SOCIO-ECONOMIC STATUS

Occupational Aspiration Score	Religious Background										Total
	Anglican		Ukr. Catholic & Greek Ortho.		Luthern		Roman Catholic		United Church		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Over 45	61	(59.0)	9	(40.9)	30	(51.7)	20	(43.5)	133	(58.1)	253
45 & under	46	(43.0)	13	(59.1)	28	(48.3)	26	(56.5)	96	(41.9)	209
Total	107	(100)	22	(100)	58	(100)	46	(100)	229	(100)	462

D/F = 4, $X^2 = 45.14$, C = .32100, P < .01

TABLE 28

THE RELATIONSHIP OF SIZE OF COMMUNITY OF PARENTAL RESIDENCE TO THE I.Q. OF HIGH SCHOOL YOUTH

I.Q.	Size of Community								Total
	Farm		Less than 500		500 - 2500		Over 2500		
	No.	%	No.	%	No.	%	No.	%	
Over 120	66	(11.1)	29	(13.7)	31	(15.1)	128	(27.2)	254
111 - 120	99	(16.6)	40	(19.0)	57	(27.8)	140	(29.8)	336
91 - 110	325	(54.5)	110	(52.1)	84	(41.0)	173	(36.8)	702
90 & under	106	(17.8)	32	(15.2)	33	(16.1)	29	(6.2)	190
Total	596	(100)	211	(100)	205	(100)	470	(100)	1482

D/F = 9, $X^2 = 115.19$, C = .26855, $P < .01$

TABLE 29

THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF FAMILY TO THE I.Q. OF HIGH SCHOOL YOUTH

I.Q.	Socio-Economic Status Score*												Total
	1		2		3		4		5		6		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total
Over 120	41	(35.3)	65	(22.1)	75	(20.7)	38	(14.1)	27	(8.1)	7	(6.3)	253
111 - 120	27	(23.3)	77	(26.3)	97	(26.8)	60	(22.3)	57	(17.3)	18	(16.2)	336
91 - 110	45	(38.8)	125	(42.7)	160	(44.2)	126	(46.9)	185	(56.1)	62	(55.9)	703
90 & under	3	(2.6)	26	(8.9)	30	(8.3)	45	(16.7)	61	(18.5)	24	(21.6)	189
Total	116	(100)	293	(100)	362	(100)	269	(100)	330	(100)	111	(100)	1481

D/F = 15, $X^2 = 112.90$, C = .26614, $P < .01$

* 1 represents the highest status and 6 represents the lowest.

TABLE 30

THE RELATIONSHIP OF FATHERS' OCCUPATIONAL STATUS TO THE I.Q. OF HIGH SCHOOL YOUTH

	Father's Occupational Status								
I.Q.	High		Med. High		Med. Low		Low		Total
	No.	%	No.	%	No.	%	No.	%	
Over 120	53	(41.4)	32	(23.2)	129	(14.2)	27	(11.7)	241
111 - 120	32	(25.0)	45	(32.6)	193	(21.2)	56	(24.2)	326
91 - 110	37	(28.9)	56	(40.6)	456	(50.1)	114	(49.4)	663
90 & under	6	(4.7)	5	(3.6)	132	(14.5)	34	(14.7)	177
Total	128	(100)	138	(100)	910	(100)	231	(100)	1407

D/F = 9, $X^2 = 93.63$, $C = .24979$, $P < .01$

TABLE 31

THE RELATIONSHIP OF FATHERS' EDUCATIONAL LEVEL TO THE I.Q. OF HIGH SCHOOL YOUTH

I.Q.	Educational Achievement of Father										Total
	Grade 4 or less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Over 120	12	(8.3)	63	(10.7)	93	(22.0)	39	(22.2)	46	(35.7)	253
111 - 120	20	(13.8)	126	(21.3)	107	(25.4)	42	(23.9)	35	(27.1)	330
91 - 110	91	(62.7)	295	(50.0)	183	(43.4)	83	(47.1)	40	(31.0)	692
90 & under	22	(15.2)	106	(18.0)	39	(9.2)	12	(6.8)	8	(6.2)	187
Total	145	(100)	590	(100)	422	(100)	176	(100)	129	(100)	1462

D/F = 12, $X^2 = 106.16$, C = .26019, $P < .01$

TABLE 32

THE RELATIONSHIP OF MOTHERS' EDUCATIONAL LEVEL TO THE I.Q. OF HIGH SCHOOL YOUTH

I.Q.	Educational Achievement of Mother										Total
	Grade 4 or less		Grades 5 - 8		Some H. Sch.		H. Sch. Grad.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Over 120	2	(2.5)	41	(8.5)	83	(17.1)	97	(28.7)	29	(34.1)	252
111 - 120	13	(16.0)	81	(16.8)	123	(25.4)	88	(26.0)	28	(33.0)	333
91 - 110	44	(54.3)	272	(56.3)	229	(47.2)	129	(38.2)	25	(29.4)	699
90 & under	22	(27.2)	89	(18.4)	50	(10.3)	24	(7.1)	3	(3.5)	188
Total	91	(100)	483	(100)	485	(100)	338	(100)	85	(100)	1472

D/F = 12, $X^2 = 150.63$, C = .30472, $P < .01$

TABLE 33
THE RELATIONSHIP OF ETHNIC BACKGROUND TO THE I.Q.
OF HIGH SCHOOL YOUTH

	Ethnic Background										
I.Q.	British		German		Icelandic		Ukrain & Russian		French & Other		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
Over 120	151	(21.6)	13	(11.1)	9	(8.4)	24	(10.7)	55	(17.6)	252
111 - 120	178	(25.5)	27	(23.1)	28	(26.2)	41	(18.4)	57	(18.2)	331
91 - 110	294	(42.1)	55	(47.0)	61	(57.0)	123	(55.2)	157	(50.2)	690
90 - under	75	(10.8)	22	(18.8)	9	(8.4)	35	(15.7)	44	(14.0)	185
Total	698	(100)	117	(100)	107	(100)	223	(100)	313	(100)	1458

D/F = 12, $X^2 = 46.84$, C = .17644, $P < .01$

TABLE 34
THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO THE I.Q. OF HIGH SCHOOL YOUTH

I.Q.	Religious Background												Total
	Anglican		Ukr. Cath. & Gr. Orth.		Luthern		Rom. Cath.		United Church		Others *		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Over 120	49	(20.2)	8	(6.4)	20	(11.4)	16	(7.4)	130	(23.0)	32	(19.4)	255
111 - 120	59	(24.3)	20	(16.0)	37	(21.2)	40	(18.7)	139	(24.6)	42	(25.5)	337
91 - 110	107	(44.0)	75	(60.0)	98	(56.0)	114	(53.3)	238	(42.1)	73	(44.2)	705
90 & under	28	(11.5)	22	(17.6)	20	(11.4)	44	(20.6)	58	(10.3)	18	(10.9)	190
Total	243	(100)	125	(100)	175	(100)	214	(100)	565	(100)	165	(100)	1487

* These data not included in the X^2 test.

$D/F = 12$, $X^2 = 69.56$, $C = .22358$, $P < .01$

TABLE 35

THE RELATIONSHIP OF STRENGTH OF MOTHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION TO THE OCCUPATIONAL ASPIRATION LEVEL OF HIGH SCHOOL YOUTH WITH HIGH I.Q.

Occupational Aspiration Level	Strength of Mothers' Encouragement				
	Much		Some - None		Total
	No.	%	No.	%	
56 - 72	45	(24.7)	13	(19.1)	58
46 - 55	85	(46.8)	18	(26.5)	103
36 - 45	41	(22.5)	24	(35.3)	65
0 - 35	11	(6.0)	13	(19.1)	24
Total	182	(100)	68	(100)	250

D/F = 3, X^2 = 17.50, C = .25582, P $<$.01